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ABSTRACT

The Standardized Tests of Achievement for Fiji (STAFs) were developed to measure skills and concepts of curriculum subjects for elementary schools. Two parallel tests were issued in early 1980 for Class-6 subjects (students in grade 6 of Fiji primary schools): (1) English Reading Comprehension; (2) English Listening Comprehension; (3) English Grammar; (4) English Vocabulary; (5) Social Studies; and (6) Mathematics. Then, vernacular versions in Fijian and Hindi were developed for Class five subjects. A survey was conducted to determine whether the STAFs were being used as designed. Mail surveys were sent to 650 Fijian primary schools (through Class 6) for completion by school administrators, and 10% of these schools were selected for interviews with as many teachers as possible. A total of 498 usable questionnaires were returned, and interviews were conducted in 66 schools. Data for 37 of the 66 schools interviewed were used to validate data collected from the returned mail questionnaires. Usage trends of Class-5 and Class-6 tests were similar. The use of STAFs was fair on the whole; however, the following problem areas were identified: (1) distribution of testing materials; (2) inservice training and teacher familiarization with tests; (3) test administration; (4) the need for tests to be updated on an on-going basis; and (5) appointment of an officer in charge of administering the STAFs. Seventy-one tables present study data. Four appendices contain supplemental material and the survey questionnaire. (SLD)

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SURVEY OF THE USAGE OF STANDARDIZED TESTS OF ACHIEVEMENT FOR FIJI (STAF)

1984 – 1985

A REPORT

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PREFACE

In 1976, the Ministry of Education made formal enquiries about the possibility of creating standardized achievement tests specifically designed to help teachers better understand and instruct their pupils.

In a collaborative enterprise, the Fiji Ministry of Education and the Institute of Education (U.S.P.) put forward a proposal to develop Standardized Tests of Achievement for Fiji (STAF). The STAF Project was formally commenced, with the funding by the New Zealand Government, on 1 February, 1978. The project was coordinated by Mrs Sneh Achal of the Ministry of Education and consultancy advice was provided by Dr. W. Elley of the Institute of Education, University of the South Pacific. With guidance from an advisory committee comprising various members of the teaching profession, two parallel tests in six Class 6 subjects were developed : English Reading Comprehension, English Listening Comprehension, English Grammar, English Vocabulary, Social Studies and Mathematics. Later two Vernacular Language versions, Fijian and Hindi, were developed for use in Class 5.

Full details on the development and use of the STAF can be found in the following references: 1. "Standardized Tests of Achievement (STAF) for Fiji: A Report on the Development of Achievement Tests for Class 6" by Warwick B. Elley and Sneh Achal, (I.O.E./N.Z.C.E.R.) and 2. STAF Manual.

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1. Mr. I.S. Walia, Chief Education Officer (Curriculum Advisory Services), Ministry of Education, Fiji;

2. Mr. D. Rao, Acting Chief Education Officer (Curriculum Advisory Services), Ministry of Education, Fiji;

3. Ms. H. Katafono, Principal Education Officer (Exams), Ministry of Education, Fiji;

4. Ms. R. Forster, Education Officer (Exams), Ministry of Education, Fiji;

5. Ms. Elizabeth Wagner, Ms. Pauline Dooley (U.S.P.), Mr. Gurmit Singh (U.S.P.), and Mr. Trevor Rees (S.P.B.E.A.) who assisted with transportation and interviewing of teachers throughout the country. The personal time and resources put into the survey by these people is greatly appreciated.

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a. Ms. Asenaca Vakaotia (Sigatoka Education Office);
b. Ms. Litiana Vakaotia, Mr. Naidu and Mr. Shah (Nausori Education Office);
c. Ms. Kiuni Tuqiri (Lautoka Education Office);
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8. Mr. P. Reddy (E.R.C.) and Ms. Saroj Prasad (Schools Broadcast Unit) for their assistance in publicising our survey;

9. Ms. Ravi Nagatalevu (I.O.E./U.S.P.) who typed and collated the questionnaire and assisted in the administration of the survey;

10. Ms. Maraia Masiyarayara (I.O.E./U.S.P.) who coded the questionnaires;

11. All Fiji Primary School Head Teachers and classroom teachers whose participation and co-operation made data collection possible.

The following schools played special roles in this survey:
a. Nehru Memorial School and Nabua Primary School for allowing us to conduct pilot interviews during the drafting of the questionnaire;
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12. Mr. George Gregg of the U.S.P.'s Computer Centre for the assistance he provided during the coding and analysis of the survey data phases;

13. Ms Mohini Singh (I.O.E./U.S.P.) who assisted in the input of the data in the computer;

14. The U.S.P. Computer Centre Staff for the use of a computer terminal and S.P.S.S. software package for the analysis of the data arising from the survey;

15. The Ministry of Education, Fiji, for releasing Ms Yee to complete the report writing phase and the Institute of Education (U.S.P.) for making available its facilities and other support services during the final stages of the project.

Juliet Yee
Graham Wagner

A. INTRODUCTION

As outlined in the STAF Manual the major purposes of these test were seen to be:

1. To help teachers group together pupils with similar needs and ability levels;

2. To help teachers plan more suitable programmes of study for their pupils;

3. To identify children who are in need of special help;

4. To identify children who need enrichment;

5. To identify children not working up to expectation;

6. To provide teachers and Head Teachers with a frame of reference within which to evaluate the achievement levels and progress of their pupils;

7. To enable periodic surveys to be conducted in order to determine whether national or regional standards in particular subjects are changing.

The STAF were designed to measure the main skills and concepts of the designated subjects of the curriculum as taught in Fiji primary schools up to the end of Class 6 (or Class 5 for the Vernacular tests). They made extensive use of objective question item types and the Manual recommended that the tests be administered by the classroom teacher or Head teacher at the beginning of each year. This was done in order to allow more time for remedial action and to avoid being used as an end-of-the-year examination.

The STAF were first printed and issued to schools in February, 1980. Soon after, in-service training sessions, of a half-days duration, were held in various education districts around Fiji with the aim of familiarizing Head Teachers with their use.

While the Class 6 STAF were being implemented, a similar set of tests comprising a Reading Comprehension test, a Listening Comprehension test and a Grammar test in Fijian and Hindi were developed for Class 5 use. These tests are essentially of the same format as the Class 6 STAF.

STAF Usage Surveys

A brief questionnaire survey of the use of the Standardized Tests of Achievement for Class 5 Vernaculars and Class 6 General Subjects was made in 1982. However, because of the general poor rate of return by the schools, this survey did not provide adequate or reliable information on the actual usage of these tests. It was therefore decided that a fuller survey should be carried out by the Ministry of Education, in consultation with the Institute of Education, U.S.P. There was a need to conduct a representative survey because of the widely held impression by personnel connected with the distribution and the use of STAF that many schools were not using the tests as they were designed and, more importantly in a time of economic constraints, the question was whether the expense of maintaining the STAF was justified or not.

The officers elected to conduct the second survey were Ms Juliet Yee of the Examinations Section, Ministry of Education, Fiji and Mr Graham Wagner, Fellow in Assessment and Evaluation from the Institute of Education, University of the South Pacific. Ms Yee was the principal researcher while Mr Wagner provided professional consultation and assistance throughout the project.

The objectives of the survey were formulated by Ms Yee and Mr Wagner after due consultation with key personnel in the Ministry. After careful consideration, the strategies of survey which aimed at obtaining 80 per cent or more questionnaire responses from schools were planned. The researchers decided to use much of the existing infrastructure and the available personnel from the Ministry of Education to assist in obtaining an optimum number of responses in an economical and sound way. They also put considerable personal time into the project and provided resources, without which they would not have been able to complete the survey.

Research Aims and Objectives

Aim

To evaluate whether the STAF are being used in Fiji primary schools in the way that they were designed to be used.

Survey Objectives

1. To examine the method of distribution of the STAF tests and to identify any problem areas in distribution with a view of improving distribution.

2. To inspect and make an assessment of the availability of STAF test materials in the Ministry of Education's stores at the Education Resources Centre, Nasinu.

3. To find out if there had been regular requests and distribution of the test materials to primary schools.

4. To identify which schools use the STAF.

5. To locate those schools which did not use the tests and determine the reasons why the tests were not used.

6. To find out which schools used the Vernacular tests (Class 5) and which ones used the Class 6 tests.

7. To inspect the storage of the test materials in the schools and to check the supplies in stock.

8. To assess whether schools found the system of distributing STAF materials satisfactory, or not, and if necessary to make suggestions on how the system might be improved.

9. To investigate how often the tests were used in each school.

10. To record when the test were last administered in each school.

11. To find out the reasons why the STAF were not administered in the schools that did not use them.

12. To document who administered the tests in the schools.

13. To investigate whether the following aspects of the tests were satisfactory to the users:
    a. test coverage;
    b. difficulty level;
    c. time allocation;
    d. suitability of question types.

14. To investigate any problems associated with marking the tests.

15. To find out for what purpose(s) the tests were being used in the classrooms.

16. To seek information on whether the Teacher's Manual provided adequate explanations of the administration of the tests and interpretation of the results.

17. To identify whether, in particular, the explanation in the Teacher's Manual, on the conversion of marks into Stanine Scores, was understood.

18. To seek which remedial tips in the Teacher's Manual were of particular use.

19. To assess whether there was a need for more In-Service Training regarding the use of the tests.

20. To identify if there was a need for STAF tests in other subject areas and at other levels of the curriculum.

21. To formulate conclusions from the data obtained, and to make recommendations regarding the future use of the STAF.

B. METHOD OF DATA COLLECTION

Broad Survey Strategies

The following strategies were used to gather and analyze data for the STAF survey:

1. A review was made of previous attempts to gather information on the use of the STAF in primary schools.

2. An examination was made of the procedure for issuing and distributing the STAF.

3. A detailed mail questionnaire for Fiji primary schools on the use of the STAF was developed by the researchers.

4. The questionnaire was sent to each primary school in Fiji.

5. A selected sample of 10 percent of the primary schools was visited. The purpose of the visit was three-fold: (a) to validate data provided in some respondents' questionnaires; (b) to collect more data if necessary; (c) to check on the reasons for some non-respondents' nil-returns.

6. The survey data was first coded then analyzed using the SPSSX package at the University of the South Pacific Computing Centre.

Further Details on Data Collection and Analysis Strategies

1. Previous attempts to gather information on STAF

It was found that a brief survey conducted in April, 1982, by the Ministry of Education, on the uses of the tests warranted a closer look at how tests were being used in schools. As this first survey was very brief, and had a low response rate of 30.7 percent , it provided only superficial information on the uses of the STAF. The information obtained in this survey could not be deemed reliable or valid given the unrepresentative sample who responded.

2. Examination of the procedures on how the tests were distributed

A visit was made by the authors to the Education Resources Centre at Nasinu which was the centre for the distribution of the STAF Test Booklets and Answer Sheets. Mr. Permal Reddy, Senior Education Officer, was interviewed. Discussion with Mr. Reddy centered upon the system of distribution of the STAF materials after which an inspection of the stock was made. The principal point which emerged from this meeting was that all schools were automatically sent Answer Sheets each year up until 1984, but there was no feedback on whether schools were using them or not. Because of the dwindling supplies of Answer Sheets (there had not been any reprints since the first printing of the STAF), only those schools which requested Answer Sheets were being supplied them.

3. Mail questionnaire

After careful consideration of the costs and appropriateness of a mail survey, it was decided that a mail questionnaire (supported by interviews of 10 percent of the primary school population) was the best method of gathering relatively reliable and valid survey data.

A questionnaire, based in part on the 1982 survey, was drafted and trialled at Nehru Memorial Primary and Nabua Primary Schools. The questionnaire was also carefully scrutinised by Ms. H. Katafono (Principal Education Officer, Examinations) and some modifications were made. The questionnaire was then typed and collated by Ms. Ravi Nagatalevu (I.O.E./U.S.P.).

Using the Education Resource Centre's clerical staff and school mailing list, questionnaires were sent to 650 schools (i.e. all primary schools in Fiji) in September, 1984.

In October, 1984, an announcement was made on "Teachers' World", a radio programme for primary school teachers, to publicize but, more importantly, to explain the purpose of the survey and to urge all schools to participate in the survey.

A majority of the questionnaires was returned in the period October - December, 1984 followed by a smaller number of the questionnaires returned in February, 1985. Checks were made to ensure that the questionnaires were complete and answered in the manner required. A follow-up on other administrative matters was done simultaneously, as each questionnaire was returned.

4. Interviews

Planning for school interviews was done in January, 1985. A selection of 10 percent of the schools (drawn on a random basis initially) was made. The list was then scrutinised and modified so that there was a balanced representation in ethnicity, district and rural/urban spread. (See Appendix C). The list was then further modified in an effort to balance the number of nil-response schools with those schools who had completed the questionnaire.

Schools interviews were conducted from February through to June, 1985 by 5 interviewing teams:

Ms Juliet Yee (Suva, Nausori, Lautoka, Savusavu)
Mr Graham Wagner (Sigatoka)
Mr Gurmit Singh (Labasa, Ba)
Ms Elizabeth Wagner and Ms Pauline Dooley (Vanuabalavu)
Mr Trevor Rees (Ra).

Mrs Wagner also aided Ms Yee in a number of other districts. The interviewers were assisted as well by the Education Officers from the districts they were working in throughout the country.

The objectives of the interviews were to :

a. check on the validity of the responses in some of the mail-returned questionnaires;

b. follow-up on these mail-returned questionnaires to see if all data had been included and to investigate whether questions and answers were clearly expressed;

c. establish why there were nil-responses among those who did not return the mail questionnaire;

d. collect more data by interviewing schools who had not returned the mail questionnaire in an attempt to achieve an 80 percent plus return.

5. Coding and Data Entry

The questionnaires were checked and coded by Ms Maraia Masiyarayara in September - November, 1985; then in the period, March - April, 1986, the response data were transferred onto computer sheets. Data input into the computer at U.S.P. was done in May - August, 1986 by Ms Mohini Singh. Assistance with the latter task was provided by Mr George Gregg of the University's Computing Centre, namely in the use of the SPSSX programme for the collation and statistical analysis of the survey data.

Sample

1. *Mail Questionnaires*

a. 650 schools were sent questionnaires but in the final analysis 644 schools were considered for the survey. Six schools returned questionnaires because they were irrelevant: two schools were schools for handicapped children which did not follow the normal Class 5 / Class 6 curriculum; two schools catered for the pupils of Classes 7 and 8 only, and two schools had been recently established and therefore classes did not reach up to Classes 5 or 6.

b. 517 questionnaires were actually completed. The percentage of returns was therefore 80.28 (517 / 644 x 100).

c. There were 19 questionnaires which did not have any school identification on them when they were returned. These were dropped from the survey. The number of questionnaires that were actually analyzed as the focus of this study was therefore 498 (i.e. 517 - 19 = 498) or 77.33 percent. The data gathered in the 498 questionnaires were split into 3 groups for analysis. The groups and number of questionnaires that fell into each group were:

Groups	No.
School that did not use the STAF tests	30
Schools that use Class 5 STAF for Vernacular Languages	382
Schools that use Class 6 STAF for General Subjects	434

2. *Interviews*

a. Visits

70 schools were visited, and 66 provided responses. The percentage of schools interviewed was 10.25 (66 / 644). Of the 4 schools which did not respond to the visit, two of these schools did not give any information on whether the tests were used in the school, while the other two could not supply information because of the lack of knowledge about the tests.

b. Validation of the mailed questionnaire

Of the 66 schools where interviews took place, nearly half (29 or 44 percent) were used to collect new data and to check on the nil-returns of those schools that did not respond to the mail questionnaires. It appears that the main reason for the nil-responses, was a simple neglect in responding to the request to complete and return the mail questionnaire by the due date.

37 of the 66 schools interviewed were used to validate data collected from the returned mail questionnaires. After carefully scrutinising the changes made during the interviews, the questionnaires were grouped into the 5 categories based upon the degree of changes required. The classifications made for the 37 interviews used to validate the data were as follows:

1.	Each response in the questionnaire was changed/amended.	0
2.	Almost all the responses were changed/amended.	1
3.	About half of the responses were changed/amended.	8
4.	Most of the responses remained unchanged/amended.	23
5.	None of the responses were changed/amended.	5
	Total	37

This analysis appears to suggest that there were either no changes, or only minor changes, in the responses of about three-quarters of the schools interviewed (i.e. the ones who had initially completed the questionnaire). Even so, there was a need to statistically analyze the differences between those who responded, and were interviewed, and those who responded, but were not interviewed.

Chi-square tests on the significance of categorical data were carried out on a selected number of questions (24) for two sets of the respondents interviewed:

(i) those schools which responded to the mail questionnaire - their responses were validated in the interviews (N = 37);

(ii) those schools which did not respond to the mail questionnaire - the interviewers visit was designed to collect more data for the survey (N=29).

The reason for carrying out the tests of significance was to determine if the characteristics of the answers given by these sets of respondents differed in a statistically significant sense from those of the general population (N = 432). If a statistically significant result ($p < 0.05$ or higher) was obtained, it would cast doubt on the validity of the responses. Such a test would therefore permit us to infer that the respondents were responding differently when confronted by the interviewers. It would also enable us to make an assessment on the degree of confidence one could have in the "truthfulness" of the responses obtained in the mailed questionnaires.

c. Results of a Check on Questionnaire Response Validity

In Table 1 the results of a comparison between visited and non-visited mail questionnaire respondents showed that of the selected questions, the visited group (N = 37) differed significantly on only 6 questions (two thirds of these in the Class 6 section of the questionnaire).

Table 1
Significant Differences For Interviewed Respondents Versus Non - Interviewed Respondents On Selected Common Questions

Question		Chi-square	D.F.	Sig. Diff.
Class 5 Vernacular Tests				
Q8	Satisfaction with system of distribution	1.03	2	0.59
Q9	Problems of distribution	0.81	4	0.93
Q10	Frequency of testing	7.48	6	0.28
Q11	Who administers tests?	6.09	5	0.30
Q12.1	Months tests administered	6.99	11	0.80
Q12.2	Year test last administered	12.46	6	0.05
Q14.1	Didn't administer test	0.56	2	0.75
Q14.2	Reasons for not giving tests	1.41	7	0.99
Q21	Main reason for giving STAF	8.63	8	0.37
Q28	In-service training	9.80	4	0.04
Q30	Need for more STAF	2.88	3	0.41
Q31.1	More STAF for Class 4?	4.08	2	0.13
Q31.2	More STAF for Class 6?	0.27	2	0.87
Q31.3	More STAF for Class 7?	0.68	2	0.71
Q33	Satisfaction with distribution system	1.25	2	0.54

Table 1 (continued)

Class 6 Tests				
Q35	Frequency of testing	20.09	6	0.00
Q36	Who administers tests?	8.7	6	0.19
Q37.1	Months tests administered	14.07	10	0.17
Q37.2	Last year tests administered	19.13	6	0.00
Q39.1	Didn't administer test	1.81	2	0.40
Q39.2	Reason for not giving test	8.57	7	0.29
Q46	Main reason for giving STAF	19.93	8	0.01
Q53	In-service training	4.69	4	0.32
Q55	More STAF?	9.11	3	0.03

The 14 Class 5 common questions showed that the visited group differed on two of the questions (Q 12.2 and Q 28). The difference between the groups on the first question, which only just bordered upon significance at the 0.05 level (0.0524), may be due principally to three of the visited schools (8 percent) indicating that they were going to, or had, used the STAF in 1985 versus only 4 schools (1 percent) in the non-visited group. It is quite conceivable that as the visits took place in early to mid 1985 that a disproportionate number would show up in the 1985 category. With this effect eliminated the response patterns are almost identical.

The schools visited were less sure about the inclusiveness of the STAF Teacher's Manual (Q28) and while not being as openly critical, or supportive of the need for In-service training, they inclined towards being non-committal (32 percent versus 23 percent). This may have been because of sampling error (a change of only two schools responses in the visited group would have eliminated the significant difference). Such an interpretation takes on more meaning when one sees a non-significant difference for the same question in the Class 6 section below. It is hardly conceivable that those interviewed would claim that In-service training was needed for Class 5 vernacular teachers but not Class 6 subject teachers.

In the Class 6 section of the questionnaire, four out of 10 differences showed up. In all four questions the non-visited group had significantly more who did not answer the question than in the visited group. Furthermore, two of these questions (Q35 and Q37.2) involved the sensitive issues of whether the STAF were being used and when. In both these questions the visited group were far more positive in their responses than the non-visited one. The same applied to the remaining questions (Q46 and Q55) suggesting that the non-visited group (i.e. the majority of the schools who answered the mail questionnaire) contained a significant number who were tentative about committing themselves on both sensitive and non-sensitive issues. The visited group, perhaps because of the way the interview was handled, were able to be more positive in their responses.

In summary, a check on the consistency of the responses to the mail questionnaires shows a high degree of validity (as measured by the number of changes required to the original questionnaires and the differences between the visited and non-visited groups). While there has not been a perfect match between the two groups in terms of their response patterns, there has been on the other hand, a high degree of agreement. Thus it would appear acceptable to proceed with the analysis of the survey data with the realistic expectation of gleaning meaningful interpretations from the ensuing information. This notwithstanding, one must always view such interpretations as tentative until confirmatory evidence is forthcoming.

d. Results of a Check on a Sample of Non-respondents

In a comparison based on 24 selected questions between the 29 schools which were non-respondents to the mail questionnaire (but who were visited and interviewed) and those schools that responded to the questionnaire [but who were not visited (N = 432)], 14 questions in Table 2 showed a significant difference at the 0.05 level or lower.

Table 2
Significant Differences For Schools Who Did Not Reply to the Mail Questionnaires And Who Were Visited Versus Those Who Did Reply.

Question		Chi-square	D.F.	Sig. Diff.
Class 5 Vernacular Tests				
Q8	Satisfaction with system of distribution	13.73	2	0.00
Q9	Problems of distribution	2.25	4	0.69
Q10	Frequency of testing	15.57	6	0.02
Q11	Who administers tests?	15.98	5	0.01
Q12.1	Month tests administered	24.30	11	0.01
Q12.2	Year test last administered	62.29	6	0.00
Q14.1	Didn't administer test	8.09	2	0.02
Q14.2	Reasons for not giving test	7.76	7	0.35
Q21	Main reason for giving STAF	14.00	8	0.08
Q28	In-service training	15.48	4	0.00
Q30	Need for more STAF	16.82	3	0.00
Q31.1	More STAF for Class 4?	11.18	2	0.00
Q31.2	More STAF for Class 6?	8.37	2	0.02
Q31.3	More STAF for Class 7?	7.53	2	0.02

Table 2 (continued)

Class 6 Tests				
Q33	Satisfaction with distribution system	11.60	2	0.00
Q35	Frequency of testing	11.59	6	0.07
Q36	Who administers tests?	2.94	6	0.82
Q37.1	Month tests administered	12.80	10	0.23
Q37.2	Last year tests administered	51.77	6	0.00
Q39.1	Didn't administer test	5.58	2	0.06
Q39.2	Reason for not giving test	3.29	7	0.86
Q46	Main reason for giving STAF	28.93	8	0.00
Q53	In-service training	3.78	4	0.43
Q55	More STAF?	2.92	3	0.40

In all these 14 questions, plus two that closely approached significance (Q21 and Q39.1), the difference in the magnitude of the percentages of non-committal responses to the interviewers questions, was nearly, or consistently, at twice as many for those of the visited group as for those of the non-visited group. This would suggest that the majority who did not reply to the mail questionnaire did so because they were unaware of the STAF, did not use part or all of the it, were tardy about responding, or were reluctant to be critical of the "system" to those they did not know personally.

Reluctance to speak out frankly does not appear to have been much of a problem for in Q33 (Satisfaction with the distribution of the STAF), those visited appeared over twice as willing as the non-visited to indicate their views about the unsatisfactory nature of the delivery system. Whether this was in response for not having completed the questionnaire is not clear. However, replies to some non-threatening more factual questions (e.g. Q11 on: Who administers the STAF?) suggest a clear understanding, on the part of those being interviewed, about the place of the STAF in the teaching programme (after all they were the most knowledgeable in the school on such matters, otherwise they would not have been able to take part in the interview).

It is hard to see how any school could be unaware of the STAF since survey letters and related radio broadcasts advertised the objectives of the investigation throughout the country. Further, if they had just been tardy about replying it is also hard to see why those interviewed found it too difficult to respond to so many questions. Rather it appears that the schools' reluctance to commit themselves, either to the survey or to the majority of the questions during the interviews, was because they did not use any, or some of the STAF, and thus did not want to promulgate their inaction to outsiders.

Credibility for this line of reasoning comes from the fact that the Class 6 section of the questionnaire was far more homogeneous in response pattern than the Class 5 section with only three questions out of 10 showing significant differences. It would appear that a number of schools who did not reply to the questionnaire did so because they did not use both the Class 5 and Class 6 STAF. Because of the importance of the vernacular languages in Fiji, this omission would have been perceived, by the schools concerned, as a serious matter probably warranting official censure if disclosed; hence the non-replies and non-responses.

In summary, the investigation by visit of some non-respondents to the mail questionnaire has provided some data on a group large enough to suggest characteristic answer patterns at variance with the majority. We have shown that the non-respondents are different from the respondents, in this respect, and provided likely interpretations as to why there are these major differences. We believe that this study within a study confirms the general tenor of the survey findings and yet adds a new dimension to the recommendations.

C. CONSTRAINTS OF THE SURVEY

1. Questionnaires were despatched in September 1984 and all returns were expected in November - December of the same year. However, about half of the number of questionnaires were returned in January, 1985. Some follow-ups were therefore interrupted by the 8 weeks end-of-year vacation.

2. The commencement of interviewing was not possible until at least February, 1985. Further delays were caused by a Teachers' Strike and hurricanes. What is more, it was not possible to simultaneously interview all teachers in our sample. Interviewing was also hampered by a lack of transport. The authors thus appreciated the kind assistance of those interviewers who provided transport in most districts, when the Ministry of Education could not fulfill its terms of the bargain, as originally arranged. Therefore, consideration had to be given to the time lapse between answering the questionnaire and the interviews themselves.

Further delays in the analysis and reporting on the survey were also experienced by the authors whose normal job workloads were very demanding. However, a considerable amount of the work was done in personal time so as to avoid even further delays.

3. Mention should be made of the fact that we had to re-draw our sample of the schools in the Nausori and Cakaudrove districts because of the inaccessibility of some schools. However, a conscious effort was made to ensure a sample that was representative of the ethnic characteristic and rural-urban spread of primary schools.

4. The major problem that we faced was the transfer of teachers from the schools and the re-shuffling of teachers within the schools. As our survey stretched from September of one year through into the following school year, some of the data these schools provided could not always be accurately cross-checked. However, where possible, we sought the help of the Head Teacher and used the school records of STAF test usage, if these were available.

5. In the validation of the school's completed responses, an arbitrary assessment scale was used to assess the number of changes in the questionnaire of the interviewed schools. As this was necessarily a rough method of assessment, it is accepted that the degree of measurement precision extant here may not be very refined, but for our purposes we acknowledge this limitation and believe that it adequately serves the purposes of this survey.

D. RESULTS OF THE DATA COLLECTED

1. The Procedure for Issuing and Distributing the STAF.

(Based on an interview with Mr. P. Reddy (Senior Education Officer), Education Resources Centre, (E.R.C.), on 31 July,1984.)

a. An inspection was made by the authors of current stock of Class 5 Vernacular Tests and Class 6 Tests and related materials. It was found that the E.R.C. had limited stocks left-over from those printed in 1979 when the project was initiated. As there had not been any reprints since then, the numbers were disappearing fast mainly because of the high number of requests for the replacement of those stocks destroyed in recent cyclones.

b. Answer Sheets were automatically sent out to all schools in the 1979 - 1983 period. However, in 1984, because of the limited funds and lack of feedback from the schools as to whether they were being used, only those schools which requested Answer Sheets were thereafter provided with them.

2. Data Collected by Questionnaire and Interview.

Part 1 General Information about the Schools

a. Response rate

A total of 517 questionnaires were returned but only 498 of these were analyzed. Because it was not possible to establish the identity of 19 schools who returned questionnaires, these were dropped from the survey. Although respondents were not specifically required to identify themselves on the questionnaires (other ways of doing this were used), it was necessary to exclude unidentified responses from the analysis in order to ensure that source data could be traced. Thus, in the final analyses results were based on the following:

(Note that questionnaires represent individual schools)

Table 3
Response Rate

Response Rate	
Number of questionnaires answered	517
Less the number of anonymous questionnaires excluded from this survey	19
Actual number of questionnaires analyzed	498

b. Education District

The distribution of responses by Education District is shown in Table 4:

Table 4
Number and Percentage of Responses by Education District

Education District	No.	%
Ba - Tavua	53	10.2
Cakaudrove	36	7.0
Lautoka - Yasawa	66	12.8
Macuata - Bua	60	11.6
Nadroga - Navosa	46	8.9
Nausori	80	15.5
Ra	37	7.2
Eastern	75	14.5
Suva	45	8.7
Unknown	19	3.7
Total	517	100.0

As mentioned above, there were 19 cases where we were not able to establish the identity of the schools, hence we were not able to establish the ethnic predominance and rural/urban classification of the school population in responding to the mailed questionnaire with as much accuracy as we would have liked. Unless, however, the 19 schools came from one predominant ethnic group, or one geographic region, the results might be viewed as relatively representative. We believe that a sampling bias is highly unlikely.

c. Urban-Rural Spread

Table 5 shows the urban-rural spread of the schools:

Table 5
Urban-Rural Spread of the Schools

Urban-Rural Spread	No.	%
Large Urban Schools	36	7.0
Urban	71	13.7
Rural	391	75.6
Unknown	19	3.7
Total	517	100.0

Using their knowledge of the location and size of the schools, the authors assigned the following labels to each of the schools which responded: "Large Urban", "Urban" and "Rural". Schools which were within the town boundaries were considered as "Urban" while those outside town boundaries were designated "Rural". Schools with a population larger than 500 in the Suva Urban area were designated "Large Urban". The classification of the schools into these categories was necessary to ensure that a balanced representation in urban-rural spread, and in pupil size, was maintained when selecting schools for interviews.

d. Ethnic Composition

Again, the classification of the schools into the categories shown in Table 6 was based on the authors' knowledge of the school populations. Schools which had an ethnic composition of 75 percent or more of one ethnic group was classified thus. A school which had a population made up of 50 percent or less of any ethnic group was considered to be a "mixed" school. The classification of the ethnic composition was as follows:

Table 6
Number and Percentage of Schools by Ethnicity

Ethnicity	No.	%
Predominantly Indian	181	35.0
Predominantly Fijian	247	47.8
Mixed	70	13.5
Unknown	19	3.7
Total	517	100.0

e. Number of schools using STAF tests

The STAF tests are divided into two sets of Class 5 Vernacular tests (for the Fijian and Hindi Languages) and one set of Class 6 tests (for General Subjects in the English Language). Thus, 3 sets of different language tests, with 8 possible combinations, were being used in schools. Table 7 shows the number and percentage of the use of the different combinations of sets of tests.

Table 7
Number and Percentage of Schools Using the Different STAF Tests

Class of Usage	No.	%
Do not use STAF at all	30	6.0
Use Hindi Tests only	8	1.6
Use Fijian Tests only	22	4.4
Use Class 6 Tests only	86	17.3
Use Hindi + Class 6 Tests	142	28.5
Use Fijian + Class 6 Tests	171	34.3
Use Hindi + Fijian Tests	4	0.8
Use Fijian, Hindi + Class 6 Tests	35	7.0
Total	498	99.9

Part 2 Schools which did not use STAF tests

A small number of schools, (30) or 6.0 percent of the 498 surveyed schools, did not use the STAF tests. The major reasons stated for not using the tests are shown in Table 8.

Table 8
Reasons for Not Using STAF

Reasons	No.	%
School didn't have a Class 6 class	2	0.4
Didn't get STAF	5	1.0
STAF destroyed or lost	12	2.3
No knowledge of STAF	1	0.2
Didn't know how to use STAF	5	1.0
No continuity in programme	3	0.6
No time	2	0.4
Total	30	5.9

Twelve of the 30 schools which responded to this part of the questionnaire stated that their materials were destroyed in the cyclones. During the interviews it was found that some schools did manage to get replacements while most of the rest did not know where to direct their requests. Generally, the interviewers observed that many of the losses could have been minimized had precautionary action been taken in the proper storage of the tests.

From the data above, attention should also be brought to bear on the 14 cases that stated that they had little or no knowledge of the tests. This has implications for regular in-service training on the use and purposes of the tests.

Although only 3 schools indicated that they did not regularly use the STAF tests from year to year, the problem seemed more widespread during the interviews. There were a considerable number of visited schools which could not respond fully to the questionnaire because of the regular changeover of teachers and because records of the testing programme were not being properly maintained.

Part 3 Vernacular Tests

a. General

382 of the 498 responses, or 76.7 percent of the sample, indicated that they used the Vernacular tests for Class 5. Details of the uses are shown in Table 9.

Table 9
Vernacular Tests Used by Respondents

Vernacular Tests	No.	%
No responses	7	1.8
Fijian only	197	51.4
Hindi only	141	37.0
Hindi + Fijian	37	9.8
Total	382	100.0

Table 10 shows a breakdown of the uses of the Vernacular Tests for each education district.

Table 10
Use of Vernacular Tests by Education District

District	Vernacular Tests					
	N.R.	Fijian	Hindi	Hindi/ Fijian	Total	%
Ba-Tavua	1	8	29	5	43	11.3
Cakaudrove	1	21	2	1	25	6.5
Lautoka-Yasawa	-	16	30	3	49	12.8
Macuata-Bua	3	14	32	4	53	13.9
Nadroga-Navosa	-	12	18	9	39	10.2
Nausori	-	41	14	4	59	15.4
Ra	1	22	6	3	32	8.4
Eastern	-	53	1	1	55	14.4
Suva	1	10	9	7	27	7.1
Total	7	197	141	37	382	
Percentage	1.8	51.6	36.9	9.7		100.0

b. Test Materials

A survey of the test materials in the schools showed that while a majority of the schools had the tests, only about half of those schools had the Answer Sheets as is evident in Table 11.

Table 11
Percentage of Schools which had the Vernacular Test Materials
(N = 382)

Subject	Test X Book	An.Sheet	Test Y Book	An. Sheet
Reading Comprehension	91.6	57.3	84.0	52.6
Listening Comprehension	88.7	55.8	84.6	51.3
Grammar	89.8	56.3	84.0	50.8
Teacher's Manual	88.7		88.7	

c. Distribution of the Vernacular STAF

i). Over three quarters (83.0 percent) or 317 schools who used the vernacular STAF indicated satisfaction with its distribution. Although only 12.0 percent, or 46 cases, indicated that they desired some improvement in the system of distribution, further questioning revealed that many more teachers felt that improvements could be made. The complaints voiced by teachers about the distribution system are shown in Table 12.

Table 12
Complaints about the Distribution System

Responses	No.	%
Not enough copies were sent	15	3.9
Answer Sheets not sent in time	67	17.5
Answer Sheets not received frequently	2	0.5
1st & 2nd Category	7	1.8
Total	91	23.7

While there was some criticism of the distribution system it should be noted that three-quarters (76.2 percent), or 291 schools, indicated that they were satisfied with the system of distribution of the Vernacular STAF materials.)

ii). When the complaints about the distribution system were further analyzed, it was found that the main problem was not so much an inadequate number of Answer Sheets being sent out but the Answer Sheet not being sent out in time. As observed in Table 13, the districts most affected by the delayed arrival of the Answer Sheets were Ba-Tavua, Macuata-Bua, Nadroga-Navosa, Ra and the Eastern Division.

Table 13
Problems of Distribution in the Districts

District	N.R.	Not Enough	Not in Time	Not Frequent	Not Enough/ In Time	Tot	%
Ba-Tavua	33	-	10	-	-	43	11.3
Cakaudrove	24	1	-	-	-	25	6.5
Ltk-Yasawa	38	-	9	-	2	49	12.8
Macuata-B	38	1	13	-	1	53	13.9
Nadroga-N	29	3	5	1	1	39	10.2
Nausori	52	3	4	-	-	59	15.4
Ra	20	1	10	-	1	32	8.4
Eastern	40	5	10	-	-	55	14.4
Suva	17	1	6	1	2	27	7.1
Total	291	15	67	2	7	382	
Percentage	76.2	3.9	17.5	0.5	1.8		100.0

iii). It was interesting to note that those schools which did the tests in the recommended month (i.e. March) were most vocal in suggesting improvements in the distribution system, as can be seen in Table 14.

Table 14
Month Vernacular Tests were Done Related to Problems of Distribution

Month	No.	Problems (see key below) 1	2	3	4	Total	%
N.R.	32	2	6	-	-	40	10.5
February	16	1	3	1	-	21	5.5
March	171	10	37	1	5	224	58.6
April	31	-	13	-	1	45	11.8
May	9	1	3	-	1	14	3.7
June	13	1	3	-	-	17	4.5
July	7	-	-	-	-	7	1.8
August	3	-	-	-	-	3	0.8
September	3	-	1	-	-	4	1.0
October	3	-	-	-	-	3	0.8
November	2	-	1	-	-	3	0.8
December	1	-	-	-	-	1	0.3
Total	291	15	67	2	7	382	
Percentage	72.2	3.9	17.5	0.5	1.8		100.1

Key:
1. Not enough copies of the Answer Book were sent.
2. Answer Sheet not received in time.
3. Answer Sheet not received frequently enough.
4. Categories 1 and 2 together.

d. Month Vernacular Tests were Administered

224 schools (58.6 percent) showed that they did the tests in March, as recommended in the Teacher's Manual. However, there was a substantial number of cases which did not do the tests then. As can be seen in Table 15, the most common months for the delayed administration of the tests was April through to July. In one school, the teacher maintained that he administered the test in December!

Table 15
Months Vernacular Tests were Administered

Month	Number	%
No response	40	10.5
February	21	5.5
March	224	58.4
April	45	11.8
May	14	3.7
June	17	4.5
July	7	1.8
August	3	0.8
September	4	1.0
October	3	0.8
November	3	0.8
December	1	0.3
Total	382	100.1

Percentage of cases which did tests before or in March = 63.9
Percentage of cases which did the tests after March = 25.5
(No responses were 10.5 percent.)

A closer study of the information in Table 15 showed that schools in Lautoka-Yasawa, Macuata-Bua, Nadroga-Navosa, Nausori and the Eastern Division were most likely to be affected by the late testing.

Table 16
Vernacular Testing In/Before March and After March by District

District	Before/In March		After March			
	No.	%	No.	%	N.R.	%
Ba Tavua	36	9.4	4	1.0	3	0.8
Cakaudrove	19	5.0	5	1.3	1	0.3
Lautoka	31	8.1	15	3.9	3	0.8
Macuata Bua	24	6.3	21	5.5	8	2.1
Nadroga Navosa	17	4.5	15	3.9	7	1.8
Nausori	38	9.9	15	3.9	6	1.6
Ra	22	5.8	7	1.8	3	0.8
Eastern	39	10.2	10	2.6	6	1.6
Suva	19	5.0	5	1.3	3	0.8
Total	245	64.2	97	25.2	40	10.5

e. Frequency of Testing

330 schools (86.4 percent) maintained that the tests were administered annually. As can be seen from Table 17, a number of schools, mainly from Lautoka-Yasawa, Nadroga-Navosa, Nausori and the Eastern Division, were administering the tests irregularly.

Table 17
Frequency of Vernacular Testing by District

District	Frequency		
	Irregularly	Annually	Twice or more per year
Ba Tavua	-	43	-
Cakaudrove	1	21	3
Lautoka Yasawa	4	43	2
Macuata Bua	3	46	2
Nadroga Navosa	1	32	5
Nausori	4	51	4
Ra	1	30	1
Eastern	6	40	9
Suva	2	24	1
Total	22	330	27
Percentage	5.7	86.4	7.1

(N.R. = 3)

The data gathered on the frequency of testing was also analyzed according to the type of Vernacular tests. It was found that the Fijian tests were being, by comparison, administered irregularly.

Table 18
Frequency of Testing by Vernacular Tests

Tests	Frequency		
	Irregularly	Annually	Twice or more per year
Fijian Tests	18	155	24
Hindi Tests	2	136	2
Hindi / Fijian Test	1	35	1
Total	21	326	27
Percentage	5.5	85.3	7.1

(N.R. = 4)

f. When were the Vernacular Tests Last Administered?

283 schools (74.1 percent) maintained that they last administered the tests as shown in the Table 19.

Table 19
The Last Year in which a Vernacular STAF was Used

Year	No.	%
No response	32	8.4
1980	2	0.5
1981	5	1.3
1982	9	2.4
1983	39	10.2
1984	283	74.1
1985	12	3.1
Total	382	100.0

(Note : Data for the present survey was collected during the period October, 1984 to June, 1985.)

A further check confirmed that 77.2 percent of the schools (283 in 1984 and 12 in 1985) were currently using the tests. However, 55 schools did not use the tests in this period. Assuming that 32 of the schools, which did not respond to this question, also did not use the tests, it could be said that the non-use of these tests is likely to be about 22.8 percent (87 cases).

On looking closer at the schools where the STAF tests were not being regularly used, it was found that the users of the Fijian tests were more likely to abandon the use of the tests than users of the Hindi tests. The districts where the Fijian tests were more likely to be abandoned were found to be Lautoka-Yasawa, Macuata-Bua and the Eastern Division. The incidence of non-use of Hindi tests, however, was found to be heavier in the Nadroga-Navosa district when compared to users of the same tests in other districts.

Table 20
Schools which did not use Vernacular STAF in 1984 / 85

District	Fijian	Hindi	Hindi/Fijian
Ba Tavua	-	3	2
Cakaudrove	2	-	1
Lautoka Yasawa	7	2	1
Macuata Bua	6	6	1
Nadroga Navosa	1	10	4
Nausori	11	2	1
Ra	4	-	1
Eastern	11	-	-
Suva	4	1	2
Total	46	24	13
Percentage	52.9	27.6	14.9

When asked why the tests were not administered in 1984/1985, 35 of the 87 non-users gave the following reasons:

1.	No time	19
2.	No use for the results	2
3.	Don't know the meaning of the tests	2
4.	Forgot to administer the tests	2
5.	Not enough test booklets	7
6.	Misplaced tests	1
7.	Other reasons (not specified)	2
	Total	35

The types of excuses given for the non-use of the tests are a cause for concern as they seem to suggest an apathetic attitude by these teachers.

g. Administration and Marking

i). Who administers the tests?

Investigation as to who administered the tests in the schools showed that the task fell on either the Head Teacher, as recommended in the Manual, or the Class teacher.

Table 21
Teacher Responsible for Administering the Vernacular Tests

Teacher	No.	%
No response	4	0.1
Class 5 teacher involved (Solely responsible or assisted)	186	48.7
Class 5 teacher NOT involved (i.e. Head Teacher & other teachers)	192	50.3
Total	382	99.1

(In some instances, the Class 5 Teacher was also the Head Teacher.)

Table 22 shows the districts and subjects in which Class 5 teachers were not involved in administering the tests.

Table 22
Class 5 Teacher Not Involved in Vernacular Testing

District	N.R.	Hindi	Fijian	Hindi/ Fijian	Total	%
Ba Tavua	1	5	18	2	26	13.5
Cakaudrove	1	15	-	1	17	8.9
Lautoka Yasawa	-	13	16	3	32	16.7
Macuata Bua	1	7	14	2	24	12.5
Nadroga Navosa	-	6	5	1	12	6.3
Nausori	-	20	7	-	27	14.1
Ra	-	15	5	2	22	11.5
Eastern	-	17	-	1	18	9.4
Suva	-	5	5	4	14	7.3
Total	3	103	70	16	192	100.2
Percentage	1.6	53.6	36.5	8.3	100	

Class 5 Vernacular teachers in schools in which the Fijian tests were used were more likely not to be involved in the marking than their counterparts in schools in which the Hindi tests were used.

ii). Who marks the tests?

It was also found that the responsibility for the marking of the tests was vested in the Head Teacher or the Class 5 teacher.

Table 23
Teacher Responsible for Marking the Tests

Teacher	No.	%
No response	13	3.4
Class 5 Vernacular teacher involved (May or may not be assisted by H.T.)	188	49.2
Class 5 Vernacular teacher NOT involved	181	46.5
Total	382	99.1

Table 24 provides more details on which districts and types of Vernacular tests Class 5 teachers were more likely NOT to be involved with.

Table 24
Class 5 Teacher Not Involved in Marking Vernacular Tests

District	N.R.	Fijian	Hindi	Fijian/ Hindi	No.	%
Ba Tavua	1	3	17	1	22	12.2
Cakaudrove	1	15	-	1	17	9.4
Lautoka Yasawa	-	11	12	1	24	13.3
Macuata Bua	1	8	14	2	25	13.8
Nadroga Navosa	-	7	6	1	14	7.7
Nausori	-	22	3	-	25	13.8
Ra	-	16	4	1	21	11.6
Eastern	-	21	-	-	21	11.6
Suva	-	5	4	3	12	6.6
Total	3	108	60	10	181	
Percentage	1.7	59.7	33.1	5.5		100.0

As with the administering of the tests, Vernacular teachers in schools which used the Fijian tests were frequently not more likely to mark the tests than teachers in schools where the Hindi tests were used.

iii) Problems in marking

It was pleasing to note that only a small percentage of the respondents had encountered problems when marking the tests. A large majority, 92.9 percent, said that they did not have any problems while 3.7 percent maintained that they did. Slightly over 3.4 percent did not respond to the question. Facility in marking is a special feature of the tests, as a prepared overlay (which has a simple conversion table for stanine scores) makes up the test kit. Obviously this works well for all but a few teachers.

h. Other Points About Administering Vernacular Tests

i). Test Storage

Table 25 shows the responses to the question as to whom the tests were accessible.

Table 25
Persons To Whom the Tests Were Made Accessible

Persons	No.	%
No response	9	2.4
Head Teacher only	168	44.0
Head Teacher + Class 5 teacher	127	33.2
Teachers	63	16.5
Teachers + Pupils	15	4.0
Total	382	100.1

During the interviews, it was found that the storage of the tests were generally satisfactory. While it was observed that many of the schools stored their Test Booklets under lock and key, there was a substantial number of schools which were lax over the security of the tests. Hence, as is shown in Table 25 above, a number of teachers and pupils were able to have access to them.

ii). Difficulty Level

Table 26 shows the comments teachers made on the difficulty level of the Vernacular tests:

Table 26
Teachers' Comments on the Difficulty of the Tests

Comments	No.	%
No response	12	3.1
Easy	37	9.7
Just right	278	72.8
Hard	54	14.1
More than 1 response	1	0.3
Total	382	100.0

A majority of the teachers maintained that the tests were generally of a standard suitable for Class 5 Fijian and Indian children.

iii). Time Allocation for Vernacular Testing

Comments on the time allocation for testing sessions, as shown in Table 27, revealed that the length of the tests were suitable for Class 5.

Table 27
Teachers' Comments on the Time Alloted for the Vernacular Tests

Comments	No.	%
No response	11	2.9
Too long	15	3.9
Just right	285	74.6
Too short	71	18.8
Total	382	100.2

Seventy schools (18.8 percent) maintained that the time allotted for the testing sessions was too short. An analysis of their responses, according to district and type of Vernacular test, revealed that users of the Fijian tests in the Eastern Division and users of the Hindi tests in Ba-Tavua and Macuata-Bua found the tests too lengthy, as shown in Table 28 below.

Table 28
Schools that felt that Timing for the Vernacular Testing Sessions was Too Short

District	N.R.	Fijian	Hindi	Fijian /Hindi	Total	%
ba Tavua	-	1	8	1	10	14.1
Cakaudrove	-	3	-	-	3	4.2
Lautoka Yasawa	-	4	6	-	10	14.1
Macuata Bua	1	3	7	-	11	15.5
Nadroga Navosa	-	2	3	2	7	9.9
Nausori	-	5	4	-	9	12.7
Ra	-	6	-	-	6	8.5
Eastern	-	10	-	-	10	14.1
Suva	1	-	3	1	5	7.0
Total	2	34	31	4	71	
Percentage	2.8	47.9	43.7	5.6		100.0

i. Question Types

Teachers were asked to indicate the types of questions desirable in the subtests. Their responses are shown in Table 29.

Table 29
Types of Vernacular Questions Preferred for Subjects
(N = 382)

Question Types	Reading Comprehension %	Listening Comprehension %	Grammar %
Multiple Choice	54.2	63.4	61.5
Essay	27.2	11.3	15.4
Short Answer	41.4	31.4	32.2
True-False	25.9	25.9	20.9
Reasoning	1.6	2.1	1.6
Cloze	0.3	-	0.5
Diagrams/Graphs	-	-	-
Matching	-	-	0.5
Other	2.4	2.1	3.4

As evident from the table above, more than half of the teachers favoured multiple choice questions for the various sub tests. There was also a significant preference for short answer questions, true-false types, and for unknown reasons, essay type questions. It should be pointed out that at this stage in the questioning, no attention was brought to bear upon the need for results to be available immediately in order to be of use to the teacher. Thus one might interpret the choice of essay test items as indicating a lack of knowledge by the respondent about the nature of and procedures for marking standardized tests.

In Table 30, trends similar to those in Table 29 were observed when the data was analyzed according to the type of Vernacular sub tests.

Table 30
Types of Questions Preferred in the Various Vernacular Subtests

Question Type	Reading Comprehension (No.)	Listening Comprehension (No.)	Grammar (No.)
Fijian Tests			
Multiple choice	122	130	120
Essay	54	27	42
Short Answer	84	70	71
True False	56	49	50
Reasoning	4	4	3
Cloze	1	-	-
Diagram	-	-	-
Matching	-	-	-
Other (Not specified)	7	7	6
Hindi Tests			
Multiple choice	62	84	90
Essay	37	13	13
Short Answer	62	39	39
True False	35	40	22
Reasoning	2	4	2
Cloze	-	-	1
Diagram	-	-	-
Matching	-	-	1
Other (Not specified)	2	1	3

Table 30 (continued)

Fijian / Hindi Tests			
Multiple choice	19	23	21
Essay	12	3	4
Short Answer	12	11	12
True false	7	10	8
Reasoning	-	-	1
Cloze	-	-	-
Diagram	-	-	-
Matching	-	-	1
Other (Not specified)	-	-	4

Table 30 again confirms that multiple-choice, short answers and true-false item types were the most popular choices of schools for the Vernacular tests.

j. Main Reasons for Giving the Vernacular Tests

Teachers were asked to give, in order of importance, three reasons as to why they administered the STAF tests. The answers were many and varied as can be seen in Table 31:

Table 31
Percentage of Teachers who Chose Varied Reasons for using Class 5 Vernacular Tests (N = 382)

Reasons	1	2	3
No response	10.7	10.7	10.7
Plan starting point	24.3	24.9	11.3
Estimate knowledge of pupils	18.6	13.6	7.3
Group into different abilities	10.5	17.5	20.2
Revision	0.3	2.1	6.3
Emphasise/re-teach curriculum	28.0	21.2	18.3
Test standard of Class 4 teaching	2.9	3.9	3.7
Separate bright / weak pupils	2.6	4.7	7.3
Compare with national standard	2.1	1.3	14.7
Other (Not specified)	-	-	0.3
Total	100.0	99.9	100.1

A breakdown of the data in Table 31 into type of test show similar trends:

Table 32
Three Reasons for giving Vernacular Tests by Separate Test

Reasons	1	2	3
Fijian Tests			
No response	24	24	24
Plan starting point	50	38	23
Estimate knowledge	41	32	13
Group into different abilities	17	30	30
Revision	1	5	13
Emphasise / re-teach curriculum	47	47	35
Test standard of Class 4 teaching	5	12	8
Separate bright / weak pupils	7	7	19
Compare with national standard	5	2	31
Other (Not specified)	-	-	1
Hindi Tests			
No response	12	12	12
Plan starting point	32	42	18
Estimate knowledge	23	14	10
Group into different abilities	18	31	36
Revision	-	2	8
Emphasise / re-teach curriculum	46	27	25
Test standard of Class 4 teaching	6	2	4
Separate bright / weak pupils	2	8	6
Compare with national standard	2	3	22
Other (Not specified)	-	-	-
Hindi / Fijian Tests			
No response	3	3	3
Plan starting point	11	13	1
Estimate knowledge	5	6	3
Group into different abilities	4	6	10
Revision	-	1	3
Emphasise / re-teach curriculum	12	5	10
Test standard of Class 4 teaching	-	1	2
Separate bright / weak pupils	1	2	2
Compare with national standard	1	-	3
Other (Not specified)	-	-	-

The variety of reasons given by schools indicate that teachers were not well acquainted with the purposes of the tests.

k. Other Purposes the Vernacular STAF Were Used For

When asked whether the tests were used for other purposes, 56.0 percent of the sample maintained that they did, while 10.0 percent did not answer this question. On further questioning, it was found that other uses were made of the tests, as shown in Table 33.

Table 33
Percentage of Teachers who had Other Uses for the Vernacular STAF
(N = 382)

Uses	N.R.	Yes	No	Total
Modelled other tests on them	46.9	26.2	27.0	100.1
Used STAF for revision	45.0	38.2	16.8	100.0
Assess Class 4 Teacher's achievements	43.5	41.4	15.2	100.1
As part of school exam	59.2	9.9	30.9	100.0
Predict performance in FIE Exam	95.0	4.2	0.8	100.0

It is of concern to note that as many as 41.4 percent of the respondents used the tests to gauge the Class 4 teacher's success and thus seriously questions whether the purpose of the tests were fully understood. This interpretation was confirmed when teachers were also asked if they could have influenced the results of the tests: 52.9 percent said "better" teaching in Class 4; 18.3 percent said coaching; and 16.0 percent maintained that studying could have improved the results of the tests. A small number (3.7 percent) maintained that the teacher had no direct influence on the results of the tests, 2.6 percent gave uncertain answers, and 6.5 percent did not respond to the question.

l. Vernacular Teacher's Manual

i). General

A majority of the teachers did not find any difficulties with the Teacher's Manual as evident in Table 34.

Table 34
Teachers' Comments on the Vernacular Teacher's Manual

Comments	No.	%
No response	12	3.1
Indicated some difficulty	36	9.4
Just right	294	77.0
Simple	29	7.6
No Teacher's Manual	9	2.4
Other	2	0.5
Total	382	100.0

Thirty six schools (9.4 percent) had difficulty with the Teacher's Manual. Details of the districts to which they belong and types of Vernacular tests used are shown in Table 35.

Table 35
Teachers who had some Difficulties with the Teacher's Manual

District	Fijian	Hindi	Fijian/ Hindi	Total	%
Ba Tavua	-	2	1	3	8.3
Cakaudrove	2	-	1	3	8.3
Lautoka Yasawa	1	3	-	4	11.1
Macuata Bua	4	4	1	9	25.0
Nadroga Navosa	2	2	-	4	11.1
Nausori	6	-	1	7	19.1
Eastern	4	-	-	4	11.1
Suva	1	-	1	2	5.6
Total	20	11	5	36	
Percentage	55.6	30.6	13.5		99.6

It was found that users of the Fijian tests had more problems with the Teachers Manual than users of the Hindi tests.

ii). Conversion to Stanine Scores

Most teachers found the explanation for the conversion of raw marks to stanine scores easy or comprehensive enough as indicated in Table 36.

Table 36
Teachers' Comments on the Explanation in the Teacher's Manual for Converting Marks into Stanine Scores

Comments	No.	%
No response	13	3.4
Very easy to follow	185	48.4
Comprehensive	169	44.2
Incomprehensive	15	3.9
Total	382	99.9

iii). Other Explanations in the Teacher's Manual

A majority of the teachers did not have any problems with other explanations in the Teacher's Manual. Nearly three quarters of the teachers in the survey (73.3 percent), said that they had no difficulties, while 16.0 percent maintained that they had some difficulties. A few (3.4 percent) did not respond to the question while 2.1 percent said that they did not have a Teacher's Manual.

m. In-Service Training On the Use of the STAF

A strong desire for in-service training was expressed during the visit interviews. The same strength of conviction was evident in the responses obtained from the mail questionnaire. Over two-thirds or (69.9 percent) of the schools expressed a desire for in-service training on the use of STAF, while just over one quarter (26.4 percent) maintained that there was no need for such training. More details of the categorisation of responses are shown in Table 37.

Table 37
Teachers' Views on the Need for In-Service Training in the Use of STAF

Comments	No.	%
1. No response	14	3.7
2. Need to familiarize teachers on usage	103	27.0
3. No need for training	101	26.4
4. Teacher's Manual adequate but still need training	159	41.6
5. Categories 1 and 2 together	5	1.3
Total	382	100.0

Table 38 shows the areas some teachers felt the need for training in, and the education district to which these teachers belong.

Table 38
The Areas Some Teachers Felt They Needed More Training By Education District

District	Familiarize Usage 1	Manual Adequate But Needed 2	Cat.1&2	Total	%
Ba Tavua	7	20	-	27	10.1
Cakaudrove	4	11	1	16	6.0
Lautoka Yasawa	13	23	-	36	13.5
Macuata Bua	17	22	-	39	14.6
Nadroga Navosa	13	16	-	29	10.9
Nausori	16	23	2	41	15.4
Ra	9	16	1	26	9.7
Eastern	19	21	-	40	15.0
Suva	5	7	1	13	4.9
Total	103	159	5	267	
Percentage	38.6	59.6	1.9		100.1

As indicated in Table 38, teachers expressed an interest in training in 2 main areas: to familiarise themselves with the tests and to build up confidence in the use of the tests.

n. Need for More Vernacular STAF

There was divided opinion when asked to comment on whether or not there was a need for more STAF tests, as shown in Table 39.

Table 39
Teachers' Comments on the Need for More Vernacular STAF

Comments	No.	%
No response	19	5.0
Too many tests	5	1.3
Enough tests	170	44.5
Not enough tests	188	49.2
Total	382	100.0

However, Table 40 shows a greater desire for more of these tests than initially expressed:

Table 40
Percentage of Teachers who Agreed or Disagreed that there should be more Vernacular STAF in Schools at Different Class Levels (N = 382)

Class	N.R.	Agreed	Disagreed	Total
4 and below	25.4	57.1	17.5	100.0
6	21.7	77.5	0.8	100.0
7	28.0	70.2	1.8	100.0
8	34.8	62.0	3.1	99.9

Almost half (49.2 percent) of the teachers who responded in this part of the mail questionnaire felt that there should be more Vernacular STAF tests. Table 41 shows the number of teachers who expressed interest in developing STAF tests in the vernacular subjects and levels of schooling.

Table 41
Number of Teachers Desiring More Vernacular Tests by Subjects and Class Levels

Class	Subject Not Known	Fijian	Hindi	H/F	Total	% Agree
4 and below	3	118	77	20	218	57.1
6	3	159	110	24	296	77.5
7	2	140	102	24	268	70.2
8	2	125	86	24	237	62.0

There was, overall, more demand for Fijian tests than Hindi tests. However, it can be observed in Table 41 that there was a comparatively bigger demand for Classes 6 and 7 tests by teachers of both the Fijian and Hindi languages, than for the other class levels.

Part 4 Class 6 Tests

a. General

434 schools (87.1 percent) who responded indicated that they used Class 6 tests. A breakdown of the data obtained shows their use in various districts:

Table 42
Use of Class 6 Tests by Education District

District	No.	%
Ba Tavua	50	11.5
Cakaudrove	34	7.8
Lautoka Yasawa	61	14.1
Macuata Bua	48	11.1
Nadroga Navosa	41	9.4
Nausori	67	15.4
Ra	35	8.1
Eastern	59	13.6
Suva	39	9.0
Total	434	100.0

b. Class 6 Test Materials

It was found that a majority of the schools (about 90 percent) had the test booklets as shown in Table 43. However, only about half of these schools had Answer Sheets.

Table 43
Percentage of Schools with Class 6 Test Materials

Class 6 Tests	Form X		Form Y	
	Test Book	Answer Sheet	Test Book	Answer Sheet
Eng. Read. Comprehension	90.3	45.2	84.8	41.9
Eng. List. Comprehension	91.0	43.5	83.6	41.5
English Vocab	90.8	43.8	83.6	42.2
English Grammar	90.8	43.5	82.9	41.9
Social Studies	91.2	43.8	83.2	41.7
Mathematics	90.1	43.3	83.2	41.0
Teacher's Manual	87.6			

c. Distribution of STAF

358 of the respondents (82.5 percent) said that they were satisfied with the distribution of STAF materials, while 52 (12 percent) felt dissatisfied with the system. There was no response from 24 cases (5.5 percent)

The main areas of the distribution system that teachers felt could be improved are indicated in Table 44.

Table 44
Problems of Class 6 STAF Materials Distribution

Problems		No.	%
1.	No response	325	74.9
2.	Not enough copies were sent	45	10.4
3.	Not sent in time	58	13.4
4.	Requested but didn't get any	1	0.2
5.	Not received frequently	1	0.2
6.	Categories 1 & 2	4	0.9
	Total	434	100.0

These figures were broken down into district in order to find out whether the problem was more prevalent in some districts only. Table 45 shows the results.

Table 45
Problems of STAF Distribution by District

District	Not Enough	Not In Time	Requested	Not Frequent	1&2
Ba Tavua	6	14	-	-	1
Cakaudrove	5	1	-	-	1
Lautoka	8	6	-	-	1
Macuata Bua	3	10	-	-	1
Nadroga Navosa	2	5	-	1	-
Nausori	5	4	-	-	-
Ra	3	3	-	-	-
Eastern	7	9	-	-	-
Suva	6	6	1	-	1
Total	45	58	1	1	4

As observed in Table 45, all districts had experienced problems with STAF distribution. It appears from the comments of respondents that if the Answer Sheets were not sent in time, this was a more serious problem than the quantity sent. It would seem also that Ba-Tavua, Macuata-Bua and the Eastern Division were more affected by the late arrival of the Answer Sheets than any other district in the country.

d. Frequency of Testing

380 schools (85.6 percent) maintained that they administered the tests annually as can be seen below:

Table 46
Frequency of Administering Class 6 STAF Tests

	No.	%
No response	8	1.8
Irregularly	24	5.5
Annually	372	85.7
More than twice a year	28	6.4
Not clearly stated	2	0.5
Total	434	99.9

Table 47 showed that while most schools administered the tests annually, Fijian schools were more likely to administer the tests at an irregular time interval than were Indian schools.

Table 47
Frequency of Class 6 Testing by Ethnicity

Ethnicity	Frequency Of Testing					
	N.R.	Irregular	Annually	Twice/ More	Not Clear	
Indian	2	5	158	6	-	
Fijian	4	18	161	20	1	
Mixed	2	1	53	2	1	
Total	8	24	372	28	2	434
Percentage	1.8	5.5	85.7	6.5	0.5	100

e. Month Class Tests Were Administered

Nearly sixty percent (58.5 percent) of the schools maintained that they administered the tests in March, the month recommended in the Teacher's Manual. However, it was of concern to note that for another 23.8 percent of the schools, testing took place after April, and even went on till November. Details are shown in Table 48.

Table 48
Percentage and Number of Schools Administering the Tests by Month of the Year

Month	No.	%
No response	37	8.5
February	40	9.2
March	254	58.5
April	56	12.9
May	15	3.5
June	17	3.9
July	5	1.2
August	2	0.5
September	3	0.7
October	4	0.9
November	1	0.2
Total	434	100.0

Summary

Tests administered in or before March	294	67.7%
Tests administered after March	103	23.8%
No response	37	8.5%

An analysis of the timing the tests were administered by district is shown in Table 49.

Table 49
Time of Class 6 Testing by Education District

District	Before / In March				After March			
	I	F	M	Tot.	I	F	M	Tot.
Ba Tavua	34	2	5	41	3	2	-	5
Cakaudrove	-	25	1	26	1	5	-	6
Lautoka Yasawa	25	13	6	44	8	4	1	13
Macuata Bua	15	4	3	22	17	4	2	23
Nadroga Navosa	11	8	5	24	8	2	1	11
Nausori	11	28	5	44	4	9	2	15
Ra	12	12	2	26	2	2	2	6
Eastern	1	39	1	41	-	14	1	15
Suva	5	7	14	26	3	4	2	9
Total	114	138	42	294	46	46	11	103
Percentage	28.7	34.8	11.1	74.1	11.6	11.6	2.8	25.9

Table 49 shows that the problem of delayed testing was more apparent in Indian schools in Macuata-Bua, and Fijian schools in Nausori and the Eastern Division. (Key: I=Indian, F=Fijian, M=Mixed)

The schools in which late testing occurred were drawn out separately for analysis. Their responses on whether they were satisfied with the distribution system were looked at again. This was a check to see whether the delay in testing could have been influenced by an unsatisfactory distribution system. Table 50 shows the results.

Table 50
Schools that did the Class 6 Tests after March by Suggestions for Improvement

Opinion	No.	%
Suggested improvement in distribution system	25	24.3
Did not suggest improvement in the system	78	75.7
Total	103	100.0

It was found that only about a quarter of the late testing sample made a comment on the inadequacies of the distribution system. It is therefore, not certain whether a delay in testing was a direct result of a delay in the arrival of the Answer Sheets or is just the result of a lack of initiative by the Head Teacher or class teacher.

f. When Were The Class 6 Tests Last Administered

During the period of the survey (Note data collection for this survey occurred between September 1984 to June 1985.), it was found that over eighty percent (86 percent) of the schools were currently using the tests (81.6 percent in 1984 and 4.3 percent in 1985). However, 7.7 percent of the schools last administered the tests in or before 1983, while 6.5 percent did not respond to the question. Assuming that these schools did not use the tests, the actual number of schools not using the tests could be as high as 14.2 percent (i.e. 7.7 percent + 6.5 percent). This number is broken up thus:

Table 51
Schools which Stopped Using the Class 6 Tests by Ethnicity

District	Indian	Fijian	Mixed	Total	%
Ba Tavua	3	1	-	4	6.6
Cakaudrove	1	4	-	5	8.2
Lautoka Yasawa	6	2	1	9	14.8
Macuata Bua	1	4	-	5	8.2
Nadroga Navosa	6	2	3	11	18.0
Nausori	1	9	1	11	18.0
Ra	1	2	1	4	6.6
Eastern	-	9	-	9	14.8
Suva	-	1	2	3	4.9
Total	19	34	8	61	
	31.1	55.7	13.1		100.1

Table 51 shows that Fijian schools were twice as likely not to use the tests than Indian schools. Although the number of cases are very small, Indian schools in Lautoka-Yasawa and Nadroga-Navosa and Fijian schools in Nausori and the Eastern Division are most affected.

When re-questioned as to whether the tests were used in that year (1984), it was found that 72.8 percent did use the tests while 22.6 percent did not. Almost 5 percent (4.6 percent) did not respond to the question.

While a majority of the schools did not give any reason for neglecting the testing exercise, the reasons in Table 52 were given by 28 of the respondents for not using the tests in 1984 -1985:

Table 52
Reasons for Not Using the Class 6 Tests

Reasons		No.
1.	No time / heavy teaching load	13
2.	No use for the results	3
3.	Don't know what the results mean	3
4.	Forgot to administer the tests	4
5.	Not enough test books	2
6.	No suitable teacher	1
7.	Other reasons (not specified)	2
	Total	28

The fact that the majority of the 28 cases did not deem the tests important enough to warrant consideration for use suggests the low importance given by these teachers for the STAF. Only a small number of teachers, it seems, did not fully understand the purposes of the tests. The high rate of non-response to this question and the observations made in Table 52 has far-reaching implications for the long term usage of the STAF.

g. Administration and Marking

i). Who Administers the Class 6 Tests?

Table 53 shows the responses obtained when respondents were asked to identify the person who administered the Class 6 tests.

Table 53
Teacher Who Administered the Class 6 Tests

Teacher	No.	%
No response	2	0.5
Class 6 teacher involved (May have been assisted by H.T. or another teacher)	230	53.0
Class 6 teacher not involved (i.e. H.T. or another teacher only)	202	46.5
Total	434	100.0

A little more than half the respondents, (53 percent), show that the Class 6 teachers were involved in the testing. In the case of the other near half of the respondents, the task of testing was borne by another teacher, presumably, the Head Teacher who is the recommended administrator in the Teacher's Manual.

The information in Table 53 was further analysed to observe Class 6 teacher involvement in administration by district and ethnic groups. Table 54 shows the extent of the involvement and non-involvement by the Class 6 teacher.

Table 54
Class 6 Teacher Involvement in the Administration of the STAF Tests by District and Ethnic Group

District	Cl 6 Teacher Involved			Cl 6 Teacher Not Involved			
	Indian	Fijian	Mixed	Indian	Fijian	Mixed	
Ba Tavua	17	3	3	23	2	2	
Cakaudrove	1	12	-	1	19	1	
Lautoka Yasawa	18	6	2	17	11	6	
Macuata Bua	22	4	4	10	7	1	
Nadroga Navosa	15	5	6	6	7	1	
Nausori	10	20	5	5	25	2	
Ra	5	6	3	10	10	1	
Eastern	1	40	-	-	16	2	
Suva	4	8	10	5	3	9	
Total	93	104	33	77	100	25	432
Percentage	21.5	24.1	7.6	17.8	23.1	5.8	99.9

While the differences are very small, it can be seen in Table 54 that testing in Fijian schools, particularly those in Nausori and Ra, are more likely to be conducted by the Head Teacher. This is true also for Indian schools in Ba-Tavua.

ii). Who marks the Class 6 Tests?

Table 55 shows the responses when asked who marked the tests.

Table 55
Who Marks the Class 6 Tests?

Teacher	No.	%
No response	18	4.1
Class 6 teacher involved	219	50.4
Class 6 teacher not involved	197	45.5
Total	434	100.0

Again, the division in marking the tests is very similar to that observed in administering the tests (i.e. half of the respondents indicated that the Class 6 teacher was involved with the marking while the other half of the respondents indicated that another teacher, presumably the Head Teacher, participated in marking the tests).

The replies were further analysed to study the pattern of responses in the various districts and ethnic groups.

Table 56
Involvement of Class 6 Teacher in Marking of Tests by District and Ethnicity

District	Involved I	F	M	%	Not Involved I	F	M	%
Ba Tavua	19	4	3	11.9	21	1	2	12.2
Cakaudrove	-	9	-	4.1	1	21	1	11.7
Lautoka Yasawa	22	7	2	14.2	11	9	6	13.2
Macuata Bua	21	4	4	13.2	9	7	1	8.6
Nadroga Navosa	13	4	6	10.5	6	8	1	7.6
Nausori	9	21	4	15.5	6	22	3	15.7
Ra	3	4	2	4.1	10	12	2	12.2
Eastern	1	39	-	18.3	-	15	2	8.6
Suva	4	5	9	8.2	5	5	10	10.2
Total	92	97	30	219	69	100	28	197
Percentage	42.0	44.3	13.7	100	35.0	50.8	14.2	100

The tendency for the Class 6 teacher not to participate in the marking was greater in the Fijian schools in Cakaudrove, Ra and Nadroga-Navosa than in Indian schools in those districts.

iii). Problems in Marking

A large majority of schools (93.5 percent) stated that they experienced no problems in marking Class 6 tests while the remainder either stated that they did (3.7 percent) or did not respond to the question (2.8 percent). Facility in marking was anticipated as the reasons for no problems as teachers are provided with a printed overlay which has a table for converting marks into stanine scores.

h. Other Points About the Administration of the Class 6 Tests

i). Test Storage

When asked if the tests were accessible, and to whom, the following responses were obtained:

Table 57
Test Storage

Accessible To	No.	%
No response	6	1.4
Head Teacher only	181	41.7
Head Teacher + Class 6 Teacher	146	33.6
Teachers	82	18.9
Teachers and Pupils	19	4.4
Total	434	100.0

As observed during the visit interviews, the storage of the tests were generally satisfactory. However, it was found that a small percentage (4.4) of the schools were so lax with the storage of the tests that teachers as well as pupils had access to them.

ii). Difficulty Level

Table 58 shows the teachers' comments on the difficulty level of the tests.

Table 58
Teachers' Comments on the Difficulty Level of the Class 6 Tests

Comments	No.	%
No response	15	3.5
Easy	49	11.3
Just right	318	73.3
Hard	52	12.0
Total	434	100.1

A majority of the teachers maintained that the tests were at an appropriate level of difficulty for their pupils. This was to be expected as the tests were subjected to careful development procedures during their preparation.

iii). Time Allocation

Response patterns similar to those on the difficulty level of the tests were observed for the comments on the time allocation for the tests. Table 59 gives the details.

Table 59
Teachers' Comments on the Time Allocation for the Class 6 Tests

Comments	No.	%
No response	14	3.2
Too long	17	3.9
Just right	347	80.0
Too short	56	12.9
Total	434	100.0

i. Question Item Types

The types of questions preferred by teachers are shown in Table 60.

Table 60
Percentage of Teachers who Showed Preference for Various Question Item Types

Tests	1	2	3	4	5	6	7	8	9
Read Comprehension	60.6	21.9	41.2	18.9	2.3	0.2	-	0.2	1.6
Listen Comprehension	68.2	13.4	27.0	18.4	2.1	0.2	-	0.2	2.1
English Vocab	72.1	9.9	21.2	14.7	2.3	0.9	0.2	0.5	1.8
English Grammar	65.2	13.1	34.6	15.9	2.3	0.9	-	0.2	3.0
Social Science	56.7	19.1	37.8	24.4	2.1	0.5	0.5	0.5	2.1
Maths	64.1	7.6	20.5	21.7	3.9	0.2	-	0.2	4.1

Key

1 = Multiple choice question type
2 = Essay questions
3 = Short Answer questions
4 = True - False questions
5 = Reasoning type question
6 = Cloze/Sentence Completion
7 = Diagrams/Graphs
8 = Matching
9 = Other, not specified

As can be seen from the table, multiple choice questions were most preferred, probably for the ease of marking. There was some preference for the short answer item type, true - false item type, and for reasons not easily understood essay item type questions, by a significant proportion of the teachers in the survey. It should be noted that no consideration was given to the issue of marking at the time this question was posed.

j. Main Reasons For Giving The Class 6 Tests

There were varied reasons given as to why the Class 6 tests were administered. No clear trends were seen in the data obtained. This confirmed our impressions during the visit interviews that the tests were being administered by schools without them really understanding the purpose of the STAF. It is believed that the tests are administered merely as an exercise dictated by administration in a school rather than as a means of helping teachers find out the achievement levels of their pupils for teaching purposes.

Table 61
Percentage of Teachers who used the Class 6 Tests for Various Reasons

Reasons	1st	2nd	3rd
No response	8.3	8.5	9.0
Starting point	27.6	20.0	12.9
Estimate knowledge	17.7	15.9	11.1
Grouping	11.8	21.9	18.2
Revision	0.5	3.2	5.8
Emphasise/Re-teach curriculum	27.4	21.4	18.0
Test standard of teaching in Cl.5	3.5	4.1	5.1
Separate bright / weak pupils	1.2	3.7	7.1
Compare class with national standard	1.8	1.2	12.9
Other	0.2	-	-
Total	100.0	99.9	100.1

k. Used STAF For Other Purposes?

Just over half of the schools surveyed (54.1 percent) maintained that they used STAF for purposes other than those discussed in section 10 above. Table 62 shows the proportion of 434 schools which had made use of the tests for various purposes.

Table 62
Other Purposes for which STAF was Used. (N = 434)

Used Tests To	N.R. %	Agree %	Disagree %
Make other similar tests	49.1	25.8	25.1
For revision	44.2	38.7	17.1
Assess Class 5 Teacher	48.2	37.8	14.1
As part of school exam	59.7	12.4	27.9
For other purposes, not specified	94.2	4.8	0.9

About a third of the responses to this question showed that the tests were used to assess the work of teachers of previous classes. However, it was also of concern to note that some respondents(12.4 percent) maintained that they used these tests as part of the school exam. A check on the district and ethnicity of these respondents revealed the following:

Table 63
Schools which used STAF as part of the School Exam by District and Ethnic Group

District	Indian	Fijian	Mixed	Total	%
Ba Tavua	1	-	1	2	3.7
Cakaudrove	-	3	-	3	5.6
Lautoka Yasawa	2	5	2	9	16.7
Macuata Bua	3	3	1	7	13.0
Nadroga Navosa	1	1	-	2	3.7
Nausori	1	7	3	11	20.4
Ra	-	4	-	4	7.4
Eastern	-	15	1	16	29.6
Suva	-	-	-	-	-
Total	8	38	8	54	
Percentage	14.8	70.4	14.8		100.0

Table 63 shows that Fijian schools were more likely to use the STAF tests as part of the school exam than Indian schools. However, it should be noted that the frequency of this happening was more

prevalent in Lautoka-Yasawa, Nausori and the Eastern Divisions. Irrespective of who and where, the concerning fact is that some schools (54) were misapplying the STAF. The STAF were not designed to measure specific classroom learning; therefore, if they are used to measure classroom achievement during the year, they distort the true picture of classroom achievement. These findings of misuse have implications for the Ministry of Education.

1. Teacher's Manual

i). General

Table 64 shows the teachers' opinion of the usability of the Class 6 STAF Teacher's Manual.

Table 64
Teachers' Opinion of the Teacher's Manual

Opinion	No.	%
No response	14	3.2
Had some difficulty understanding it	36	8.3
Just right	325	74.9
O.K. but was too long	48	11.1
Other (didn't elaborate)	3	0.7
Didn't have a Teacher's Manual	8	1.8
Total	434	100.0

A majority of the teachers maintained that they could use the Teacher's Manual. However, there were 36 schools which indicated that they had some problems as shown in Table 65.

Table 65
Schools which had Difficulties with the Teacher's Manual

District	Indian	Fijian	Mixed	Total	%
Ba Tavua	1	2	-	3	8.3
Cakaudrove	-	3	1	4	11.1
Lautoka Yasawa	-	-	-	-	-
Macuata Bua	2	-	1	3	8.3
Nadroga Navosa	3	3	-	6	16.7
Nausori	-	9	1	10	27.8
Ra	3	-	-	3	8.3
Eastern	-	3	-	3	8.3
Suva	-	2	2	4	11.1
Total	9	22	5	36	
Percentage	25.0	61.1	13.9		100.0

Table 65 seems to indicate that teachers from Fijian schools, particularly those from Nausori, found the Teacher's Manual more difficult than other teachers in the country.

ii). Conversion of Raw Scores to Stanine Scores.

The conversion of raw scores to stanine scores posed few or no problems to teachers as confirmed by Table 66.

Table 66
How Teachers Found the Explanation for the Conversion of Raw Scores to Stanine Scores

Comments	No.	%
No response	15	3.5
Very easy to follow	214	49.3
Comprehensible	184	42.4
Incomprehensible	20	4.6
Other (not elaborated)	1	0.2
Total	434	100.0

iii). Use of the Remedial Tips in the STAF Teacher's Manual

The teachers were asked to comment on the uses of the remedial tips in the Teacher's Manual. Table 67 shows the details of their responses.

Table 67
Teachers' Comments on the Use of Remedial Tips in the Class 6 Teacher's Manual

Comments	N/R	Agree	Disagree	Total
Remedial tips were of no use	62.7	5.5	31.8	100.0
Used to assist teacher	52.3	32.9	14.7	99.9
Improved teaching and diagnosis	22.1	75.8	2.1	100.0
Useful material for Class test	54.4	37.3	8.3	100.0

As evident in Table 67, the remedial tips in the Teacher's Manual were seen by a majority of teachers as being of some use for teachers, mainly for improving their teaching and diagnosing their students' learning difficulties.

iv). Other Explanations in the STAF Teacher's Manual.

Teachers found other explanations in the Teacher's Manual equally comprehensive, as Table 68 shows.

Table 68
How Teachers Found other Explanations in the Teacher's Manual

Comments	No.	%
No response	11	2.5
No difficulties	360	82.9
Some difficulties	49	11.3
Many difficulties	3	0.7
No Teacher's Manual	11	2.5
Total	434	99.9

m. In-service Training

Table 69
Teachers' Opinions on the Need for In-Service Training

Opinion	No.	%
1. No response	14	3.2
2. To familiarise teachers with the use of STAF	112	25.8
3. No need for in-service training	123	28.3
4. Teacher's Manual was adequate but still need training	173	39.9
5. Categories 1 & 2 together	12	2.8
Total	434	100.0

Slightly over two-thirds of all schools surveyed (68.5 percent) expressed a desire for in-service training on the use of the STAF as can be seen in Table 69. About a quarter of the responses also indicated that teachers needed training to familiarise themselves with the use of the tests. Another third of the responses maintained that although the Teacher's Manual explained the usage of the tests very well, teachers still needed some training in the use of the STAF.

During the interviews, the authors found that while teachers were generally competent in using the tests, they needed assurances about their ability in using the tests. Even so about a quarter of the teachers felt confident in using the tests under the guidance of the Teacher's Manual, and therefore, believed that they did not require any training in this area.

n. Extension of the STAF

i). More Subject STAF Desired?

When asked whether they thought that there were enough subject STAF tests, the teachers' opinions were divided, with a slightly bigger majority who felt that there were enough tests, as shown in Table 70.

Table 70
Teachers' Opinion as to Whether or Not there were Enough STAF Tests

Opinion	No.	%
No response	25	5.8
Too many STAF tests	15	3.5
There are enough STAF tests	196	45.2
There aren't enough STAF tests	198	45.6
Total	434	100.0

ii). Subjects and Class Levels Desired

When more details were being sought on the class levels and subjects teachers wanted, it was found that more teachers than those indicated in Table 70 wanted more STAF tests developed. Table 71 shows that about half a majority of the teachers showed interest in the development of more STAF in the main subject, i.e. English, Maths, Science and Social Science. Teachers were also noticeably more enthusiastic about having these tests developed for Class 5 than for other levels of primary schooling.

Table 71
Percentage of Schools which would Like to have More STAF in the following Subjects and Class Levels (N = 434)

Class	Subjects						
	English	Maths	Science	Social Science	Vern.	Health Science	Other
4& below	52.1	59.0	31.8	33.6	23.3	3.9	3.9
5	76.7	79.3	70.7	72.6	18.2*	6.7	2.5
6	X	X	50.9	X	25.3	6.7	3.0
7	57.8	56.0	54.6	49.5	25.3	3.2	2.3
8	49.1	49.3	49.3	44.0	24.4	2.8	0.9

*There are already Hindi and Fijian tests for Class 5
As evident in Table 71, a majority of the schools indicated that they would like to see a development of STAF tests in the basic subjects (English, Maths, Social Science and Science) at the Class 5 level. There was also some interest expressed in the development of STAF tests for these subjects at Class 7 and 8 levels.

E. CONCLUSION

1. General

It can be seen from the analysis of the data that the usage trends of STAF Class 5 Vernacular tests and Class 6 subject tests were very similar. Hence, the comments and the recommendations apply to all the tests investigated in this survey.

2. Test Materials

There were a number of schools that did not possess the full set of the tests. Most schools had the Test Booklets while only half of these schools had the Answer Books. However, it was possible for the majority of the schools to administer the tests by having double sessions and re-using the Answer Booklets. This is not the preferred manner of administration for it poses difficulties in translation for the testee.

3. Distribution of STAF Materials

There were two major problems in the present system of distribution of the Answer Sheets: the first being that the Answer Sheets were not being sent in time to the schools, and the second being the inadequate number of Answer Books. This was true for all the districts.

It seems that the under supply of the answer sheets (E.R.C. cannot anticipate the rolls of the schools for the following year) posed some problems which could have resulted in the non-use of the tests or a delay in the time the tests were administered. However, there were a number of schools, which were well aware of this problem, and which managed to administer the tests on time. The initiative taken by these teachers should be commended.

During the interviews with both the officials of the E.R.C. and the teachers, it was obvious that there was confusion over how the Answer Sheets were to be obtained. Prior to 1984, Answer Sheets were automatically sent out to schools at the beginning of the year. However, because of short supplies and because the E.R.C. does not know whether the tests were used or not, only those schools which requested Answer Sheets were supplied with them. This change in the distribution system was necessary in an effort to minimise costs and especially unnecessary wastage.

It appears that a majority of schools were heavily reliant on the E.R.C. for initiating the delivery of the Answer Sheets. It was disappointing to find that only a small number of the teachers attempted to find other means of producing Answer Books, which are very simple in content and structure, when their supplies did not arrive. It should also be stressed at this point that it was found during the interviews, only very few schools took the initiative in requesting Answer Books well in advance of time.

There was also confusion as to which section of the Ministry to direct requests for STAF materials or queries on the uses of the tests. It should be noted here that while the E.R.C. has been given the task of distributing the materials, there does not seem to be an officer who is in charge of the overall co-ordination of the STAF project. Many enquiries made by the teachers and indeed the evaluators were therefore left unanswered.

4. Timing of Testing

One quarter of those sampled indicated that the Class 5 Vernacular tests and Class 6 tests were administered after March (the best month). The districts where most of this "late administration" took place were in Macuata Bua, Nausori, Nadroga-Navosa, Lautoka and the Eastern Division.

It is not very clear to what extent these schools were affected by the delayed arrival of the Answer Sheets. In an attempt to arrive at some conclusion, the comments of these schools on the distribution system were looked at closely. It was found that three quarters (75.7 percent) of these schools did not make any suggestions on improvement. However, the teachers who administered the tests on time were most vocal in offering suggestions for improvement in the distribution system. Delay in the administration of the tests could have been as a result of the apathy of the teachers involved.

5. Frequency of Testing

A majority of the schools (85.3 percent for the Vernacular Tests and 85.7 percent for the Class 6 Tests) administered the tests annually. However, there was a small but significant percentage of the sample (about 15 percent) who were not very clear as to how often the tests should be administered. The problem of irregular testing was more prevalent in Fijian schools for both the Vernacular and Class 6 tests.

6. When Were the Tests Last Administered?

Just over three quarters (77.2 percent) of the schools said they were currently using the Vernacular Tests, and 86 percent said they were using the Class 6 Tests during the period of the survey.

When a closer investigation into which schools were not using the tests was made, it was found that Fijian schools were more likely not to be using the tests (46 out of 87 cases, or 52.9 percent, for the Vernacular Tests; 34 out of 61 cases, or 55.7 percent, for the Class 6 Tests.) In the case of the Vernacular tests, Fijian schools in Lautoka, Nausori, the Eastern Division, Indian schools in Nadroga-Navosa, and both Indian and Fijian schools in Macuata-Bua were most likely to be affected. Indian schools in Lautoka and Nadroga-Navosa and Fijian schools in Nausori and the Eastern Division were more likely not to be using the Class 6 tests.

It was possible to deduce that the reasons for the non-use of the tests stemmed from two basic factors:

a. that the teachers had a low priority for the tests, not fully understanding the purpose and uses of the tests;
b. that a failure to administer the tests was a result of the teacher's, or the Head Teacher's, negligence.

It is of concern to note that 22.8 percent of the respondents for the Vernacular tests and 14 percent of the respondents for the Class 6 tests have stopped using the STAF. With its wholesale use being initiated country-wide only 5 years ago, this has far-reaching implications for the long-term use and influence of these tests.

7. Administration and Marking

a. Who Administers the Tests?

As found in both sets of tests, there were two distinct respondent groups: half of the responses showed that the Vernacular teacher or Class 6 teacher was in some way involved with the administering of the tests while the other half of the responses showed that the teachers responsible for teaching these classes were in no way involved with the testing. The Head Teacher or his assistant administered the tests instead. This trend was observed for all testing in the various districts.

The high percentage of the sole involvement of the Head Teacher, or his assistant, could have been due to the fact that the Teacher's Manual recommends that the Head Teacher supervise the tests. Even so there was no explanation given by respondents as to why so many

classroom teachers did the administration. This needs further investigation.

b. Who Marks the Tests?

Again teachers' involvement in the marking of the tests fell into two categories: about half of them were involved while with the other half the responsibility and marking of the tests fell on the Head Teacher or his assistant.

These trends were observed for all districts.

c. Problems in Marking

The marking overlays provided in the STAF kit for marking were ideal as almost all the teachers in the sample stated that they had little or no problems in marking.

8. Other Points About the Administration of the Tests

a. Test Storage

Although the tests generally were stored securely, there was clearly room for improvement in some of the schools visited by the authors and their assistants.

b. Difficulty Level

As found for both sets of tests, teachers were generally satisfied with the level of difficulty of the tests. This was to be expected as approved development and norming procedures were applied during the preparation of the tests.

c. Time Allocation

Teachers were generally satisfied with the alloted time for the tests. However, it was noted that 18.8 percent of the sample, for the Vernacular Tests, found the time alloted for the tests too short. This was also generally true for the Fijian Tests, particularly for the schools in the Eastern Division.

9. Question Type

For both the Vernacular tests and Class 6 tests, multiple choice questions were preferred by most of the teachers. There was a substantial amount of interest expressed in the possibility of using short-answer, true-false and essay type questions in the STAF tests. It should be noted that there was no discussion of facility in marking or the need for quick results in order for the tests to be meaningful, neither in the questionnaire nor during the interviews.

10. Main Reasons for Giving the Tests

There were varied reasons given for administering the tests. No clear trends were seen for both the Vernacular Tests and Class 6 Tests. While a substantial number of respondents used the tests to plan a starting point for their classes, to emphasise or re-teach the curriculum, or to group pupils into different abilities, there were equally as many respondents who stated other reasons for administering the tests. This seems to indicate that a significant number of teachers were not very clear on the purpose of the tests.

11. STAF for Other Purposes

The STAF tests were used for other purposes. They were mainly used to assess the previous class teacher's achievements, for revision and as models for other similar tests.

In many visit interviews, it was found that teachers tended to confuse the STAF tests with the Fiji Intermediate Examination. They used the STAF tests to predict their pupils' performance in the examination.

It was also found that a number of the respondents, mainly from Fijian schools in the Eastern Division, used the tests as part of their school examinations. This is a practice that should be stopped forthwith.

12. Teachers' Manual

a. General

A majority of the respondents maintained that they had no problems with the Teacher's Manual. However, there was a small percentage of respondents (9.4 percent for the Vernacular Tests and 8.3 percent for the Class 6 Tests) who expressed the opinion that they found the Teacher's Manual difficult. This was more true of the teachers of the Fijian Vernacular Classes and teachers teaching Class 6 in Fijian schools.

b. Conversion to Stanine Scores

The instructions for the conversion of raw scores into Stanine Scores were clear as most of the teachers were able to use the conversion chart with ease.

c. Remedial Tips

The remedial tips in the Teacher's Manual were used mainly in helping the teachers improve their teaching technique and in diagnosing their students learning disabilities.

d. Other Explanations in the Teacher's Manual

The respondents generally regarded the Manual's explanations as comprehensive, in keeping with other parts of the manual.

13. In-Service Training

Interest in in-service training was voiced very strongly during the interviews as well as in the questionnaires. While respondents felt that the Teacher's Manual was comprehensive, they indicated that there was still a need for the majority to have some guidance in the use of the STAF.

14. Need for More STAF?

As shown by the responses, there was generally interest in developing more STAF tests, particularly in the basic subjects such as English, Maths, Science and Social Studies for Class 5 and Vernacular tests for Class 6. There was a preference for tests at the Class 5 and Class 6 level, rather than at a higher or lower levels. This could be explained by the fact that testing in Class 4 or below is unreliable , and that Classes 7 and 8 are substantially dominated by the Fiji Eight Year Examination.

F. RECOMMENDATIONS

Although the widespread use of STAF was fair on the whole, there is room for improvement in 5 major areas as discussed below:

1. Distribution of Materials

It is recommended that the procedures for obtaining STAF materials be revised and standardised. Although it is not certain how many schools have been adversely affected by the delayed arrival of the Answer Sheets, it is recommended that these be mailed to schools in the third term of the previous year, rather than at the beginning of the current year, as is the practice now. The distribution of the test materials well before the beginning of a new school year would not only ensure that the materials will arrive on time, but it would also serve as a reminder to Head Teachers to include these tests in their plans for the new year (a time set aside for the administration of STAF).

Teachers need to be reminded regularly about the procedures for obtaining STAF materials. This could be easily done using the established educational communication networks such as "Teachers' World" (a radio programme for teachers), official circulars or the Education Gazette.

It is recommended that the issuing of STAF tests, Answer Sheets and other related materials continue to be the responsibility of the Education Resource Centre which has already an established system of distribution for educational materials.

More STAF tests and Answer Sheets need to be printed. However, the question of funds need to be looked into before such a task is undertaken. Continuity of supply is important for the success of the STAF programme.

2. In-Service Training and Teacher Familiarization with STAF

A salient point that re-occurred throughout the survey was the need for further training in teacher use of familiarisation with standardized tests. Although the Teacher's Manual for STAF dealt with its use comprehensively, it was clear from this survey that teachers still need to build up their confidence in the use of the tests.

A one day in-service training course for Class 5 Vernacular and Class 6 teachers would be of benefit to them. The aim of this course should be to familiarise teachers with the purpose of STAF and the procedures for using the standardized tests.

It is also recommended that the purposes and uses of the STAF be included as a component in the teacher training programmes for graduating primary school teachers. These teachers will thus leave training college familiar with the tests and able to immediately use them upon entry to Fiji schools.

Regular reminders on the purposes and other professional aspects of STAF (and for that matter, other standardized tests) would prove beneficial for all primary teachers. This could be done quite easily using "Teachers' World" and through the Education Gazette.

3. Conducting the Tests

The principal investigators were generally satisfied with the procedures teachers were using in administering the STAF tests. However, it is recommended that more autonomy be given to the Class 5 Vernacular and Class 6 teachers for conducting the tests. The experience in conducting these tests, marking exercise and most importantly, the results of the tests are only meaningful to these teachers. While the Head Teachers can promote objectivity in the administration of the tests, it was found that many of them did not provide information on the performance of the pupils to the class teacher. The tests conducted without any feedback information to the class teacher thus do not serve any valid or useful purpose at all.

The need to conduct the tests in the recommended time cannot be over-emphasised. The purpose of testing would be defeated should testing take place in the middle or at the end of the school year. Furthermore, it should be emphasised to teachers that testing once a year is be sufficient.

Teachers should also be encouraged to maintain records of the testing programme, so as to provide continuity in the programme even when the staff of the school have been changed.

4. The Tests

Teachers were generally satisfied with the scope, the difficulty level, the marking procedures and the time allocation for the tests. However, one serious consideration not investigated in this survey is the need for updating the tests, particularly for subjects such as Social Studies, should there be a desire for a long-term use of the tests.

Serious consideration should also be made for the development of a Science test for Class 6. The STAF at present does not have such a test. During our visit interviews and including evidence from the questionnaire respondents show that teachers needed guidance in this subject.

Although there has been considerable interest expressed in the development of more STAF tests for other classes levels, this is not recommended as the school system is already served by two public examinations, the Fiji Intermediate and the Fiji Eighth Year Examinations. To increase testing in the schools would burden the pupils, most of whom already have to cope with two public exams. Furthermore, consideration must now be given to the necessary training of teachers if these tests are to be used more effectively in the future.

5. Appointment of an Officer in Charge of STAF

Many queries raised by respondents in the questionnaires and during visits could not be answered as there was no officer who was familiar with the relevant policies and responsible for the overall co-ordination of the STAF project. It is therefore strongly recommended that an officer be delegated the responsibility for the oversight of the STAF project. He should be responsible for the co-ordination of the distribution of materials, answering queries about the tests, providing professional guidance for the use and administration of the tests as well as the conduct of in-service training courses and validation follow-ups for STAF. Unless professional guidance is given to teachers in the use of the STAF, the misuse and non-use of the tests brought to public attention in this survey will continue to be perpetuated.

G. APPENDICES

APPENDIX A

DIARY OF STAF SURVEY

16 March, 1984

Meeting to decide on the design and co-ordination of the survey. Those present were : Mr. Walia, Mr. F. Mangubhai, Mr. G. Wagner, Ms J. Yee.

19 July,1984

Planned visit to ERC

31 July,1984

Interviewed Mr. P. Reddy, E.R.C.

5 September,1984

Pre-tested questionnaire at Nabua Fijian School.

7 September, 1984.

Pre-tested questionnaire at Nehru Memorial School.

11 September, 1984

Finalised questionnaire and co-ordination of school visits.

14 - 20 September,1984

Typed, printed, collated questionnaires.

21 - 24 September,1984

Despatched mailed questionnaires to schools.

2, 4 October,1984

Announcement on Teachers' World about the survey.

October 1984 - February, 1985

Received returned questionnaires and did follow-ups.

29 January, 1984

Finalised plans for interviewing.

18 February, 1984

Pilot Interview at Nausori District School.

February - June, 1985

Completed interviewing of selected schools.

September,1985

Completed coding of questionnaires.

March - April, 1986

Transferred codes to computer cards.

May - August, 1986

Input of data into computer.

September,1986 - April, 1987

Analysis of data using SPSSX.
Write-up of Final Report.

APPENDIX B

MINISTRY OF EDUCATION, FIJI.

INSTITUTE OF EDUCATION, USP.

SURVEY OF THE USAGE OF

STANDARDIZED TESTS OF ACHIEVEMENT FOR FIJI

(STAF)

1984

The purpose of this survey is to gain some feedback on the usage of the Standardised Tests of Achievement for Fiji (STAF). It is anticipated that the information gathered from this survey will be of use in the planning of future development of these tests.

Instructions on how to answer the questions:

Indicate your answers by

(i) ticking the appropriate box when a "Yes/No" answer is required.

e.g. Does your school have a library? Yes ☐ No ☐

(ii) choosing the most appropriate answer when options are given.

e.g. Our school library has

(a) less than 500 books ☐

(b) 501 to 1000 books ☐

(c) more than 1000 books ☐

(iii) elaborating or providing explanations when required

e.g. We have library classes in our school because

(a) We want to make full use of our library. ☐

(b) We want our pupils to learn to study on their own. ☐

(c) We want our pupils to know how to use a library. ☐

(d) Other reasons: ☐

(Please elaborate): We want them to enjoy reading books.

(iv) ticking the boxes beside each part (which has options) once only.

e.g. What observations have you made about your library classes?

		Yes	No
(a)	They are enjoyed by my pupils	☐	☐
(b)	My pupils learn a lot during these classes	☐	☐
(c)	They have helped my pupils develop reading skills	☐	☐

1. Name of School: _____

2. Education District:

☐	Ba-Tavua	☐	Nadroga-Navosa
☐	Cakaudrove	☐	Nausori
☐	Lautoka-Yasawa	☐	Ra
☐	Macuata-Bua	☐	Eastern
		☐	Suva

3. Does your school have any Standardised Tests of Achievement for Fiji (STAF)?

(a)	My school does not have any STAF.	☐
(b)	My school has STAF (Class 5 Vernacular)	☐
(c)	My school has STAF (Class 6)	☐

4. If you choose (a), please complete Section A.

If you choose (b), please complete Section B.

If you choose (c), please complete Section C.

SECTION A : (To be completed by schools which do not have STAF)

5. My school does not have any STAFF because

(a) We do not have vernacular classes in Class 5. ☐

(b) We do not have a Class 6 class. ☐

(c) We did not get any STAF. ☐

(d) We do not have any use for the STAF. ☐

(e) Our copies of the STAF have been destroyed or lost. ☐

(f) We did not know that there were tests such as the STAF. ☐

(g) We do not know how to use the results of the STAF. ☐

Please explain: _____

_____

(h) Other reasons: _____

(Please explain): _____

_____

SECTION B

6. The Class 5 Vernacular Tests we have are for

(a) Fijian only ☐

(b) Hindi only ☐

(c) Hindi and Fijian ☐

7. The STAF (Vernacular) we have are

		Test Booklet X	Form X Answer Sheet	Test Booklets Y	Form Y Answer Sheet
(a)	Reading Comprehension	☐	☐	☐	☐
(b)	Listening Comprehension	☐	☐	☐	☐
(c)	Grammar	☐	☐	☐	☐
(d)	Teachers' Manual	☐	☐	☐	☐

8. The present method of distributing STAF is

[Tick one box]

(a) satisfactory ☐

(b) unsatisfactory ☐

9. The present method of distribution of the STAF can be improved in the following way(s):

_____

_____

_____

_____

10. We give our pupils the STAF [Tick one box]

(a) irregularly (i.e. not every year) ☐

(b) only when we feel that there is a need to ☐

(c) once a year (i.e. March of each year) ☐

(d) twice a year ☐

(e) more than twice a year ☐

11. In my school, the STAF is usually given by

[Tick one box]

(a) the Head Teacher ☐

(b) the Class 5 Vernacular teacher ☐

(c) another teacher from my school ☐

(d) someone else ☐

(Please name and state relation to school): _____

_____

12. The last time my school gave the STAF was on:

_____

(Write date and year)

13. When we store our tests, they are usually kept in a place where

[Tick one box]

(a) no one but the Head Teacher can get them ☐

(b) no one but the Head Teacher or Class 5 Vernacular teacher can get them ☐

(c) only teachers can get them ☐

(d) teachers and pupils can get them ☐

(State where) _____

		Yes	No
14.	(i) We did not give our pupils the STAF this year.	☐	☐

(ii) Our main reason for not giving our pupils the STAF is:

[Tick one box]

(a) We did not have time to administer them ☐

(b) We had no use for the results ☐

(c) We do not know what the results mean ☐

(d) Other reasons:
(Please state) _____

The test itself

15. Test coverage

I think that the STAF

[Tick the appropriate boxes]

	Reading Comprehension	Listening Comprehension	Grammar
(a) cover the objectives of the curriculum adequately	☐	☐	☐
(b) should cover the curriculum in greater depth	☐	☐	☐
(c) should cover more areas of the curriculum more generally	☐	☐	☐
(d) should cover fewer areas but in greater depth	☐	☐	☐
(e) other comments	☐	☐	☐

16. Difficulty level

My class found the STAF [Tick one box]

(a) too easy ☐
(b) easy ☐
(c) just right ☐
(d) hard ☐
(e) too hard ☐

17. Time allocation

The time allowed for the STAF was [Tick one box]

(a) too long ☐
(b) just right ☐
(c) too short ☐

18. Question type

How appropriate were the types of questions?

		Reading Comprehension	Listening Comprehension	Grammar
		[Tick the appropriate boxes]		
(a)	The use of multiple choice type of questions was the best way of testing.	☐	☐	☐
(b)	Essay-type questions should have been included.	☐	☐	☐
(c)	Short-answer type questions should have been included.	☐	☐	☐
(d)	True/False type question should have been included.	☐	☐	☐
(e)	Other question types	☐	☐	☐

(Please elaborate): _____

19. Test results

The tests were marked by [Tick one box]

(a) the Head Teacher ☐
(b) the Class 5 Vernacular teacher(s) ☐
(c) another teacher in our school ☐
(d) someone else ☐

(please name and state relation to school): _____

_____

20. Problems in marking

(a) We did not have any difficulty in marking the STAF. ☐

(b) We had some difficulty marking the STAF. ☐

(Please elaborate): _____

_____

_____

21. Our three main reasons for giving the STAF were:

(a) to help us plan a starting point in teaching Class 5. ☐

(b) to help us estimate how much the Class 5 pupils learnt in Class 4. ☐

(c) to help us group pupils in different groups of abilities. ☐

(d) to give a revision for Class 5. ☐

(e) to find out the areas in the curriculum which need emphasis, re-teaching or clarification. ☐

(f) to test the standard of teaching in Class 4 or in a lower class. ☐

(g) to discover the 'bright' and 'weak' pupils. ☐

(h) to compare our pupils with other Class 5 pupils in the nation. ☐

(i) Other reasons. ☐

[Indicate order of importance using the numbers 1, 2 and 3. 1 stands for the most important reason and 3 stands for the least important reason.]

(Please elaborate): _____

_____

22. (i) We used the STAF for other purposes. Yes ☐ No ☐

(ii) The other purposes we used the STAF for are:

		Yes	No
(a)	We copied the STAF and produced other similar tests.	☐	☐
(b)	We used the STAF for revision.	☐	☐
(c)	We used the STAF to assess how much the Class 4 teacher achieved in Class 4.	☐	☐
(d)	We used the STAF as part of the school examinations.	☐	☐
(e)	Other purposes	☐	

(Please elaborate): _____

_____

23. We felt that the results of our pupils were generally:

(a) satisfactory ☐

(b) unsatisfactory ☐

(c) can't say ☐

24. The results of our pupils could have been better:

[Tick one box]

(a) if we had "coached" our classes ☐

(b) if Class 4 teaching had been better ☐

(c) if our pupils had studied for the tests ☐

(d) we can't do anything about improving the results ☐

25. The teachers' manual was generally

[Tick one box]

(a) too difficult to understand ☐

(b) brief and unhelpful ☐

(c) just right ☐

(d) helpful but too long ☐

(e) simple but too long ☐

(f) Other: ☐

(Please elaborate): _____

_____

26. The explanation on how to convert the marks into the Stanine scores and what the Stanine scores mean is:

[Tick one box]

(a) very easy to follow ☐

(b) comprehensible (i.e. can be understood) ☐

(c) incomprehensible (i.e. cannot be understood) ☐

(d) Other: ☐

(Please explain): _____

_____

27. We followed the other explanations and instructions in the Teachers' Manual

[Tick one box]

(a) with no difficulties at all ☐

(b) with some difficulties ☐

(c) with many difficulties ☐

28. In-Service training

We think that [Tick one box]

(a) there is a need for in-service training to familiarise teachers on how to use the STAF. ☐

(b) the Teachers' Manual explains the STAF adequately; therefore there is no need for in-service training. ☐

(c) the Teachers' Manual is adequate but there is still a need for in-service training. ☐

29. The remedial tips in the Teachers' Manual

		Yes	No
(a)	were of no use to us.	☐	☐
(b)	were useful only for assisting us in helping pupils.	☐	☐
(c)	were useful for improving our teaching methods or approaches and diagnostic abilities.	☐	☐
(d)	provided useful material for class tests.	☐	☐

30. We think that there [Tick one box]

(a) are too many STAF. ☐

(b) are enough STAF. ☐

(c) not enough STAF. ☐

31. Need for STAF at other levels:

We think STAF (for Vernaculars) should be developed for the following levels:

		Yes	No
(a)	Class 4 and below.	☐	☐
(b)	Class 6	☐	☐
(c)	Class 7	☐	☐
(d)	Class 8	☐	☐

SECTION C

32. The Class 6 STAF that we have are

		Test Booklet X	Form X Answer Sheets	Test Booklet Y	Form Y Answer Sheets
			[Tick one box]		
(a)	English Reading Comprehension	☐	☐	☐	☐
(b)	English Listening Comprehension	☐	☐	☐	☐
(c)	English Vocabulary	☐	☐	☐	☐
(d)	English Grammar	☐	☐	☐	☐
(e)	Social Studies	☐	☐	☐	☐
(f)	Mathematics	☐	☐	☐	☐
(g)	Teachers' Manual		☐		

33. The present method of distribution of the STAF is [Tick one box]

(a) satisfactory ☐

(b) unsatisfactory ☐

34. The present method of distribution of the STAF can be improved in the following way(s):

_____

_____

_____

35. We give our pupils the STAF [Tick one box]

(a) irregularly (i.e. not every year) ☐

(b) only when we feel that there is a need to ☐

(c) once a year (i.e. March of each year) ☐

(d) twice a year ☐

(e) more than twice a year ☐

36. In my school, the STAF is usually given by [Tick one box]

(a) the Head Teacher ☐

(b) the Class 6 teacher ☐

(c) another teacher from my school ☐

(d) someone else ☐

(Please name and state relation to school): _____

_____

37. The last time my school gave the STAF was on:

_____

(Write date and year)

38. When we store our tests, they are usually kept in a place where:

[Tick one box]

(a) no one but the Head Teacher can get them ☐

(b) no one but the Head Teacher or Class 6 teacher can get them ☐

(c) only teachers can get them ☐

(d) teachers and pupils can get them ☐

(State where): _____

_____

39. (i) We did not give our pupils the STAF this year. Yes ☐ No ☐

(ii) Our main reason for not giving our pupils the STAF is

[Tick one box]

(a) We do not have time to administer them ☐

(b) We had no use for the results ☐

(c) We do not know what the results mean ☐

(d) Other reasons ☐

(Please state): _____

_____

The test itself:

40. Test coverage

I think that the STAF

[Tick the appropriate boxes]

		English Reading Compre.	English List. Compre.	English Vocabulary	English Grammar	Social Studies	Mathetics
(a)	cover the objectives of the curriculum adequately	☐	☐	☐	☐	☐	☐
(b)	should cover the curriculum in greater depth	☐	☐	☐	☐	☐	☐
(c)	should cover more areas of the curriculum more generally	☐	☐	☐	☐	☐	☐
(d)	should cover fewer areas but in greater depth	☐	☐	☐	☐	☐	☐
(e)	Other comment:	☐	☐	☐	☐	☐	☐

(Please elaborate): _____

_____

41. Difficulty level

My class found the STAF [Tick one box]

(a) too easy ☐
(b) easy ☐
(c) just right ☐
(d) hard ☐
(e) too hard ☐

42. Time allocation

The time allowed for the STAF was [Tick one box]

(a) too long ☐
(b) just right ☐
(c) too short ☐

43. Question type

How appropriate were the types of questions?

		English Reading Compre.	English List. Compre.	English Vocabulary	English Grammar	Social Studies	Mathematics
		[Tick the appropriate boxes]					
(a)	The use of multiple-choice type questions was the best way of testing.	☐	☐	☐	☐	☐	☐
(b)	Essay-type questions should have been included.	☐	☐	☐	☐	☐	☐
(c)	Short-answer type questions should have been included.	☐	☐	☐	☐	☐	☐
(d)	True/False type question should have been included.	☐	☐	☐	☐	☐	☐
(e)	Other question types:	☐	☐	☐	☐	☐	☐

(Please elaborate): _____

_____

44. Test results

The tests were marked by [Tick one box only]

(a) the Head Teacher ☐
(b) the Class 6 teacher(s) ☐
(c) another teacher in our school ☐
(d) someone else ☐

(Please name and state relation to school): _____

_____

45. Problems in Marking [Tick one box]

(a) We did not have any difficulty in marking the STAF. ☐

(b) We had some difficulty marking the STAF. ☐

(Please elaborate): _____

_____

46. Our three main reasons for giving the STAF were

(a) to help us plan a starting point in teaching Class 6. ☐

(b) to help us estimate how much the Class 6 pupils learnt in Class 5. ☐

(c) to help us group pupils in different groups of abilities. ☐

(d) to give a revision for Class 6. ☐

(e) to find out the areas in the curriculum which need emphasis, re-teaching or clarification. ☐

(f) to test the standard of teaching in Class 5 or in a lower class. ☐

(g) to discover the 'bright' and 'weak' pupils. ☐

(h) to compare our pupils with other class 6 in the nation. ☐

(i) Other reasons. ☐

[Indicate order of importance using the numbers 1, 2 and 3. 1 stands for the most important reason and 3 stands for the least important reason.]

(Please elaborate): _____

_____

47. (i) We used the STAF for other purposes Yes ☐ No ☐

(ii) The other purposes we used the STAF for are:

		Yes	No
(a)	We copied the STAF and produced other similar tests.	☐	☐
(b)	We used the STAF for revision.	☐	☐
(c)	We used the STAF to assess how much the Class 5 teacher achieved in Class 5.	☐	☐
(d)	We used the STAF as part of the school examination.	☐	☐
(e)	Other purposes:	☐	

(Please elaborate): _____

_____

48. We felt that the results of our pupils were generally:

[Tick one box]

(a) satisfactory ☐

(b) unsatisfactory ☐

(c) can't say ☐

49. The results of our pupils could have been better:

[Tick one box]

(a) if we "coached" our classes ☐

(b) if Class 5 teaching had been better ☐

(c) if our pupils had studied for the tests ☐

(d) we can't do anything about improving the results ☐

50. The teachers' manual was generally:

[Tick one box]

(a) too difficult to understand ☐

(b) brief and unhelpful ☐

(c) just right ☐

(d) helpful but too long ☐

(e) simple but too long ☐

(f) Other: ☐

(Please elaborate): _____

_____

51. The explanation on how to convert the marks into the Stanine scores and what the Stanine scores mean is:

[Tick one box]

(a) very easy to follow ☐

(b) comprehensible (i.e. can be understood) ☐

(c) incomprehensible (i.e. cannot be understood) ☐

(d) Other: ☐

(Please explain): _____

_____

52. We followed the other explanations and instructions in the Teachers' Manual

(a) with no difficulties at all ☐

(b) with some difficulties ☐

(c) with many difficulties ☐

(Please describe the difficulties you had): _____

_____

_____

53. In-Service training

We think that	[Tick one box]
(a) there is a need for in-service training to familiarise teachers on how to use the STAF.	☐
(b) the Teachers' Manual explains the STAF adequately; therefore there is no need for in-service training	☐
(c) the Teachers' Manual is adequate but there is still a need for in-service training	☐

54.

The remedial tips in the Teachers' Manual	Yes	No
(a) were of no use to us	☐	☐
(b) were useful only for assisting us in helping pupils	☐	☐
(c) were useful for improving our teaching methods or approaches and diagnostic abilities	☐	☐
(d) provided useful material for class tests	☐	☐

55.

We think that there:	[Tick one box]
(a) are too many STAF	☐
(b) are enough STAF	☐
(c) not enough STAF	☐

56. Need for STAF at other levels

We think that STAF should be developed for the following areas:

[Tick the apropriate boxes]

Class	Subjects				
	English	Maths	Science	Social Studies	Other (please state)
4 and below					
5					
6	☒	☒		☒	
7					
8					

THE END

We thank you sincerely for your co-operation in completing this questionnaire.

We would be grateful if you returned this questionnaire in the enclosed envelope immediately to:

EXAMINATIONS SECTION,
MINISTRY OF EDUCATION,
SUVA.

Attention: Ms. Juliet Yee

Ministry of Education
SUVA.

17th September, 1984.

From: The Permanent Secretary for Education

To: The Head Teacher,

_____ School

Subject: STAF USAGE SURVEY

A survey conducted in 1982 had shown that there is a need for a more detailed survey on the usage of the Standardized Tests of Achievement for Fiji in primary schools.

The Ministry of Education, in conjunction with the Institute of Education, University of the South Pacific, is now conducting a survey on the usage of STAF for Class 6 and for Class 5 (Vernaculars).

Enclosed is a questionnaire on the ways in which STAF are being used in schools. The Ministry would appreciate it if the Head Teacher, in consultation with Class 6 teachers or Class 5 Vernacular teachers, completed the relevant sections of the questionnaire.

The questionnaire has three sections and is designed as follows :-

Section A - to be completed by those schools which do not use STAF or which do not have STAF.

Section B - to be completed by those schools which have STAF for Class 5 (Vernaculars).

Section C - to be completed by schools which have STAF for Class 6.

The Ministry urges schools to treat this questionnaire with urgency and to have it completed and returned on or before 19th October, 1984 in the enclosed envelope to:-

The Examinations Section
Ministry of Education
SUVA.

Attention: Miss Juliet Yee

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/2.....

The officers conducting this survey, Miss Juliet Yee of the Ministry of Education, and Mr G Wagner of the Institute of Education, are likely to pay a visit to some schools to interview the teachers concerned.

The Ministry anticipates your fullest co-operation in assisting it in the collection of data to complete this survey.

(JULIET S H YEE) MISS
for Permenent Secretary for Education

Ministry of Education
SUVA.

30th October, 1984.

From: The Permanent Secretary for Education

To: The Head Teacher,

_____ School

Subject: STAF USAGE SURVEY

Thank you for returning your STAF survey questionnaire to us promptly.

We are now proceeding with the analysis of our findings. However, we cannot proceed any further with the analysis of your response because you have not fully completed your questionnaire.

In order to obtain your full response, we are returning the incomplete sections of your questionnaire. We would be grateful if you completed the section(s) marked by the coloured cross(es) and return the page(s) : immediately in the enclosed envelope to:

The Examinations Section
Ministry of Education
SUVA.

Attention: Ms Juliet Yee

(I.S. WALIA)
for Permanent Secretary for Education

Ministry of Education
SUVA.

20 February, 1985

From: The Permanent Secretary for Education

To: The Head Teacher,

_____ School

Subject: STAF USAGE SURVEY

Thank you for returning your STAF survey questionnaire which was sent to you in September, 1984.

We are now proceeding with the analysis of our findings. However, we cannot proceed any further with the analysis of your response because you have not fully completed your questionnaire.

In order to obtain your full response, we are returning the incomplete sections of your questionnaire. We request you to complete the following questions in the manner indicated by the questionnaire:

We would be grateful if you would return the questionnaire immediately in the enclosed envelope to:

The Examinations Section
Ministry of Education
SUVA

Attention: Ms Juliet Yee

(J Yee)
for Permanent Secretary for Education

APPENDIX C

LIST OF SCHOOLS VISITED

Responded							Did Not Respond
District	LU	U	R	I	F	M	
SUVA (21 - 26 Feb.1985)							
Vishnu Deo	x					x	Veiuto Primary
M.G.M. Primary	x			x			
Marcellin Primary	x					x	
Delainamasi Primary	x				x		
A.G.Primary	x					x	
Draiba Primary	x				x		
Yat-Sen Primary	x					x	
Lomary Primary			x		x		
Deuba District			x		x		
SAVUSAVU (12 - 14 Mar.)							
Nabua Primary			x		x		St. Paul's
Nasinu District			x	x			
Savusavu Government		x				x	
Nasavusavu District		x			x		
Qalitu District			x		x		
Wailevu West			x		x		
Wailevu East			x		x		
Batibalavu Primary			x		x		
Muanivatu Primary			x		x		
Khemendra Primary		x		x			
Sevarekareka Primary			x			x	
RA (6 -8 Mar.)							
Nanuku Sangam			x	x			
Madhuvani Indian			x	x			
Nalawa Central			x		x		
Navunikavikaloa Arya			x	x			
EASTERN (26 - 28 Mar.)							
Daliconi Fijian			x		x		
Mualevu Village			x		x		
Adi Maopa Primary			x		x		
Mavana District			x		x		
LABASA (13 - 15 Mar.)							
Lekutu Bhartiya					x	x	Nawaca / Wairiki
Bua Indian			x	x			
Nagigi Indian			x	x			

Navualevu Primary			x	x			
Labasa Sangam		x		x			
BA - TAVUA (20 - 22 Mar.)	LU	U	R	I	F	M	
Vatukoula Primary		x				x	
Ba Muslim		x		x			
Koronubu Indian			x	x			
Tavua Indian		x		x			
Southern Indian Sangam			x	x			
NADROGA - NAVOSA (Apr.)							
Loma Indian			x	x			Cuvu District
Bemana Catholic			x		x		
Sigatoka District		x			x		
St. Peter Chanel			x			x	
Yalava Indian			x	x			
Nawaicoba District			x	x			
Bemana Public			x			x	
LAUTOKA (22 - 24 May)							
Lautoka Muslim		x		x			
Lautoka Central		x		x			
Raviravi Sangam			x	x			
Lololo Primary			x		x		
Vakabuli Fijian			x		x		
Deshbhandu Vitogo			x	x			
Nawaka Primary			x		x		
Vunayasi District			x		x		
Sabeto District			x		x		
NAUSORI (29 May - 3 June)							
Wainibuka District			x		x		
Korovou Primary		x				x	
Namalata District		x			x		
Vugalei District		x		x			
Shantiniketan Pathsala			x	x			
Naduna District			x		x		
Nausori Primary		x				x	
Namata District			x		x		
Nakelo District			x		x		
Sanatan Dharam			x	x			
Naitasiri Bhartiya			x	x			
Nausori District		x			x		
Total	7	14	45	24	30	12	

Key: LU = Large Urban U = Urban R = Rural
I = Indian F = Fijian M = Mixed

APPENDIX D

DATA CODING SCHEDULE - STAF EVALUATION

NOTES: (1) I.D. numbers for each school at the beginning of each card.
(2) Blank = No response / Nil return.
(3) 0 = Not Codable.

Col.	Ques.	Variable	Code
1		Blank	
2-4		School I.D.	001 -650 0 = Unknown
5		Blank	
6-7	2	Education District	1. Ba - Tavua 2. Cakaudrove 3. Lautoka - Yasawa 4. Macuata - Bua 5. Nadroga - Navosa 6. Nausori 7. Ra 8. Eastern 9. Suva 10. No response
8		Urban/Rural Classification	1. Large Urban 2. Urban 3. Rural 4. Unknown
9		Ethnicity (Predominance = 70%+)	1. Predominantly Indian 2. Predominantly Fijian 3. Mixed 4. Unknown
10		School Visit (Cat. 3 = + schs which could not give any information)	1. School not visited 2. School visited - verify data 3. School visited - no response 4. School visited - collect data
11	3	Used STAF H = Hindi F = Fijian	1. No (A) 2. Yes, Only Cl.5H (BH) 3. Yes, only Cl.5F (BF) 4. Yes, Only Cl.6 (C)

			5. Yes, Cl.5 H and Cl.6 (BHC) 6. Yes, Cl.5F and Cl.6 (BFC) 7. Yes, Cl.5F and H (BHF) 8. Yes, All 3 tests(BHFC)
12		Blank	
13	5	Reasons for not using STAF. (Cat. 8 = changeover of H.T. & teachers & no records to show usage)	1. No Cl.5 Vernacular Class 2. No Class 6 3. Did not get STAF 4. No use for Staf / Not relevant to school 5. STAF destroyed or lost 6. No knowledge of STAF 7. Don't know how to use or administer Staf 8. No continuity 9. No time

SECTION B

14		Blank	
15	6	Which subjects?	1. Fijian only 2. Hindi only 3. Hindi and Fijian
16-19	7	Inventory of tests Reading Comprehension	1 = Yes 2 = No (16. X Test Booklet) (17. X Answer Sheet) (18. Y Test Booklet) (19. Y Answer Book)
20-23		Listening Comprehension	(20. X Test Booklet) (21. X Answer Sheet) (22. Y Test Book) (23. Y Answer Sheet)
24-27		Grammar	(24. X Test Booklet) (25. X Answer Sheet) (26. Y Test Book) (27. Y Answer Sheet)
28		Teacher's Manual	1. Yes 2. No
29	8	Distribution of STAF	1. Satisfactory 2. Unsatisfactory

30	9	Problems of distribution	1. Not enough copies 2. Answer Sheets/Tests not sent in time 3. Requested but did not get any 4. Not received frequently 5. 1 and 2 above
31	Blank		
32	10	Frequency of testing	1. Regularly 2. Only when needed 3. Once a year 4. Twice a year 5. > twice a year 6. > 1 response
33	11	Who administers the tests?	1. Head Teacher 2. Cl. 5 Vern. Teacher 3. Another Teacher (+Asst. H.T.) 4. Cl.5 teacher and H.T. 5. Someone else 6. H.T. and Asst. H.T.
34-37	12	Date test last administered	Code: Month Year e.g. 03 83
38	13	Accessible to who?	1. H.T. only 2. H.T. or Cl.5 Teacher 3. Teachers 4. Teachers and Pupils 5. Teachers and restricted pupils (e.g. Prefects)
39	14(i)	Didn't administer STAF this year	1. Yes (i.e. They didn't) 2. No (i.e. They did)
40	14(ii)	Reasons for not giving STAF	1. No time (&heavy teaching load) 2. No use for the results 3. Don't know what the results mean 4. Forgot to administer the tests 5. Not enough test material 6. Don't know how to administer tests 7. No suitable teacher

			8. Misplaced 9. Other
41		Blank	
42	15	Test Coverage (Reading Comprehension)	1. Adequately 2. Should have > depth 3. Should be > general 4. Fewer areas but > depth 5. Other (not stated) 6. > one category ticked
43		Test Coverage (Listening Comprehension)	1. Adequately 2. Should have > depth 3. > General 4. < area but > depth 5. Other (not stated) 6. > one category
44		Test Coverage (Grammar)	1. (as for Column 31) 2. 3. 4. 5. 6.
45	16	Difficulty level	1. Too easy 2. Easy 3. Just right 4. Hard 5. Too hard
46	17	Time Allocation	1. Too long 2. Just right 3. Too short
47		Blank	
48-56		Question Type Reading Comprehension	1 = Yes 2 = No 48. M/C type was the best method 49. Essay 50. Short Answer 51. True - False 52. Reasoning 53. Cloze / Sentence Completion 54. Diagrams / Graphs etc. 55. Matching 56. Other (not stated)
57-65		Listening Comprehension	(57 - 65 : as above)

66-74		Grammar	(66 - 74 : as above)
75	19	Tests were marked by	1. H.T. 2. Cl. 5 Vern. Teacher 3. Another Teacher (+Asst. H.T.) 4. H.T. and Cl.5 Teacher 5. H.T. and Asst. H.T. 6. H.T. , Asst. H.T. + Teacher 7. Someone else
76	20	Problems in marking	1. Yes 2. No
77-79	21	3 main reasons for test	1. Starting point 2. Estimate knowledge 3. Grouping into different abilities 4. Revision 5. Emphasise / re-teach syllabus 6. Standard of teaching 7. Separate bright / weak pupils 8. Compare with national standard 9. Other
80		Blank	
1	22(i)	STAF for other purposes?	1. Yes 2. No
2-6	22(ii)	Yes, used for other purposes.	1 = Yes 2 = No (2. Modelled other tests on them) (3. Used STAF for revision) (4. Assess achievements of Cl.4 Teacher) (5. Part of school exams) (6. Predict performance in FIE and other tests)
7	23	What were the results like?	1. Satisfactory 2. Unsatisfactory 3. Can't say.
8	24	Results could have better if	1. Coached 2. Cl.4 Teacher was better 3. Pupils studied for test 4. Can't do anything about results 5. > 1 category ticked

			6. Other
9		Blank	
10	25	Teacher's Manual	1. Difficult to understand 2. Brief and unhelpful 3. Just right 4. Helpful but too long 5. Simple but too long 6. Other 7. No manual
11	26	Conversion to / Meaning of Stanine	1. Very easy to follow 2. Comprehensible 3. No manual 4. Other
12	27	Explanation / Instruction in Teacher's Manual	1. No difficulties 2. Some difficulties 3. Many difficulties 4. No manual
13	28	Inservice training	1. Familiarise usage 2. No need 3. Adequate but still need 4. 1 and 2 above
14-15		Blank	
16	30	Need for STAF	1. Too many 2. Enough 3. Not enough
17	31	More STAF for Cl.4 and below?	1. Yes 2. No
18		Class 6	1. Yes 2. No
19		Class 7	1. Yes 2. No
20		Class 8	1. Yes 2. No

SECTION C - CLASS 6 STAF

21		Blank	
22-25	32	Inventory of tests	1 = Yes 2 = No
		English Reading Comprehension	(22. X Test Booklet) (23. X Answer Sheet)

			(24. Y Test Booklet) (25. Y Answer Booklet)
26-29		English Listening Comprehension	(26. As above) (27.) (28.) (29.)
30-33		English Vocab	(30.As above) (31.) (32.) (33.)
34-37		English Grammar	(34. As above) (35.) (36.) (37.)
38-41		Social Studies	(38. As above) (39.) (40.) (41.)
42-45		Maths	(42. As above) (43.) (44.) (45.)
46		Teachers' Manual	1. Yes 2. No
47	33	Distribution of STAF	1. Satisfactory 2. Unsatisfactory
48	34	Problems of Distribution	1. Not enough copies 2. Answer Sheets / Tests not sent in time 3. Requested but didn't get any 4. Not received frequently 5. 1 and 2 above
49	35	Frequency of testing	1. Regularly 2. Only when needed 3. Once a year 4. Twice a year 5. > twice a year 6. > 1 response
50		Blank	
51	36	Who administers the tests?	1. Head Teacher 2. Cl. 6 Teacher

			3. Another Teacher (+Asst. H.T.) 4. Cl.6 teacher and H.T. 5. Someone else 6. H.T. and Asst. H.T.
52-55	37	Date test last administered	Code: Month Year e.g. 03 83
56	38	Accessible to who?	1. H.T. only 2. H.T. or Cl.6 Teacher 3. Teachers 4. Teachers and Pupils 5. Teachers and restricted pupils (e.g. Prefects)
57	39(i)	Didn't administer STAF this year	1. Yes (i.e. They didn't) 2. No (i.e. They did)
58	39(ii)	Reasons for not giving STAF	1. No time (&heavy teaching load) 2. No use for the results 3. Don't know what the results mean 4. Forgot to administer the tests 5. Not enough test material 6. Don't know how to administer tests 7. No suitable teacher 8. Misplaced 9. Other
59		Blank	
60	40	Test Coverage (English Reading Comprehension)	1. Adequately 2. Should have > depth 3. Should be > general 4. Fewer areas but > depth 5. Other (not stated) 6. > one category ticked
61		Test Coverage (English Listening Comprehension)	1. Adequately 2. Should have > depth 3. > General 4. < area but > depth 5. Other (not stated) 6. > one category
62		Test Coverage (English Vocab)	1. (as for Column 31) 2. 3.

			4. 5. 6
63		Test Coverage (English Grammar)	1. (as above) 2. 3. 4. 5. 6.
64		Test Coverage (Social Studies)	1. (as above) 2. 3. 4. 5. 6.
65		Test Coverage Maths	1. (as above) 2. 3. 4. 5. 6.
66	141	Difficulty level	1. Too easy 2. Easy 3. Just right 4. Hard (73. Reasoning) (74. Cloze / Sentence Completion) (75. Diagrams / Graphs etc.) (76. Matching) (77. Other (not stated))
78-80		English Listening	(78 - 80 : as above)

1-6	Comprehension	(1 - 6 : as above)
7-15	English Vocab	(7 - 15 : as above)
16-24	English Grammar	(16 - 24 : as a (73. Reasoning) (74. Cloze / Sentence Completion) (75. Diagrams / Graphs etc.) (76. Matching) (77. Other (not stated))
78-80	English Listening	(78 - 80 : as above)

1-6		Comprehension	(1 - 6 : as above)
7-15		English Vocab	(7 - 15 : as above)
16-24		English Grammar	(16 - 24 : as above)
25-33		Social Studies	(25 - 33 : as above)
34-42		Maths	(34 - 42 : as above)
43	44	Tests were marked by	1. H.T. 2. Cl. 5 Vern. Teacher 3. Another Teacher (+Asst. H.T.) 4. H.T. and Cl.5 Teacher 5. H.T. and Asst. H.T. 6. H.T. , Asst. H.T. + Teacher 7. Someone else
44	45	Problems in marking	1. Yes 2. No
45-47	46	3 main reasons for test	1. Starting point 2. Estimate knowledge 3. Grouping into different abilities 4. Revision 5. Emphasise / re-teach syllabus 6. Standard of teaching 7. Separate bright / weak pupils 8. Compare with national standard 9. Other
48		Blank	
49	47(i)	STAF for other purposes?	1. Yes 2. No
50-54	47(ii)	Yes, used for other purposes.	1 = Yes 2 = No (2. Modelled other tests on them) (3. Used STAF for revision) (4. Assess achievements of Cl.4 Teacher) (5. Part of school exams) (6. Predict performance in FIE and other tests)
55	48	What were the results like?	1. Satisfactory 2. Unsatisfactory 3. Can't say.

56	49	Results could have better if	1. Coached 2. Cl.4 Teacher was better 3. Pupils studied for test 4. Can't do anything about results 5. > 1 category ticked 6. Other
57	50	Teacher's Manual	1. Difficult to understand 2. Brief and unhelpful 3. Just right 4. Helpful but too long 5. Simple but too long 6. Other 7. No manual
58	51	Conversion to / Meaning of Stanine	1. Very easy to follow 2. Comprehensible 3. No manual 4. Other
59	52	Explanation / Instruction in Teachers' Manual	1. No difficulties 2. Some difficulties 3. Many difficulties 4. No manual
60	53	Inservice training	1. Familiarise usage 2. No need 3. Adequate but still need 4. 1 and 2 above
61	54(a)	Remedial tips - no use	1. Yes
62	54(b)	Assisted teacher	1. Yes 2. No
63	54(c)	Improved teaching & diagnosis	1. Yes 2. No
64	54(d)	Useful material for tests	1. Yes 2. No
65		Blank	
66	55	Need for STAF	1. Too many 2. Enough 3. Not enough
67-73	56	More STAF for Class 4	(67. English) (68. Maths) (69. Science)

		(70. Social Studies)
		(71. Vernaculars)
		(72. Health Science)
		(73. Other)
74-80	Class 5	(74 - 80. As above)
1-4	Class 6	(1. Science)
		(2. Vernaculars)
		(3. Health Science)
		(4. Other)
5-11	Class 7	(5. English)
		(6. Maths)
		(7. Science)
		(8. Social Studies)
		(9. Vernaculars)
		(10.Health Science)
		(11. Other)
12-18	Class 8	(12 - 18. As above)
		(6. Maths)